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ABSTRACT

During the past several years, the place of women in American life has emerged as an issue of increasing importance and visibility. However, even though the struggle for women's rights has yielded considerable gains and affirmative action plans have served to accelerate the integration of women into the work force, the goal of full and equal opportunity for women is far from being an accomplished reality. Despite the magnitude of the problem, most colleges and universities have done relatively little to serve the particular needs of women undergraduates in this era of changing role perceptions. Similarly, women faculty are subject to the same problems that face most women professionals. In response to the perceived need to develop support services for undergraduate women interested in pursuing careers in nontraditional fields, to stimulate the integration of women faculty members into the university decision-making process, and to determine the impact of the collegiate environment on the future life plans of women undergraduates, the Carnegie Corporation funded a feasibility study for a project to address these goals. On the basis of its results, the foundation funded a two-year project in six institutions: Boston College, Brandeis University, Hampshire College, Massachusetts Institute of Technology, and the University of Massachusetts at Boston and at Amherst. On each campus an office was opened, a program of female faculty fellows was established, and a program of student internships for women in nontraditional career fields was developed. In the final report, a bibliography, data tables, and project questionnaires are included (MSE)

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WOMEN and CAREER OPTIONS

Expanding Career Opportunities for Women in Higher Education

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HEW 9223

WOMEN AND CAREER OPTIONS

Expanding Career Opportunities for Women
in Higher Education

Francine Zorn Trachtenberg
Project Director (1974-1975)

Melissa Lewis Richter
Project Director (1973-1974)

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May 1976

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Melissa Lewis Richter was director of the Women and Career Options project from July 1973 to her untimely death in November 1974. Her leadership and vision shaped the course of the project and infused it with her deep commitment to the expansion of opportunities for women in higher education. Her efforts were the natural extension of a spirited independence that kept her at the forefront of scientific inquiry and social change throughout her life. A distinguished scholar and inspired educator, she was a pioneer in the study of human genetics, hunger drives and in the development of adult and continuing education. In spite of her illness, she approached her work on this project with a determination and vitality that are a tribute to her character. Her death deprives the academic community of one of its most accomplished women and is a profound personal loss to all who were privileged to know her.

ACKNOWLEDGMENTS

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First, we would like to thank the presidents and chancellors of the six participating colleges and universities for permitting the project to operate on their campuses. They generously provided office space for our staff and gave us access to a variety of institutional data which were required for our research efforts. The grant award was made to the University of Massachusetts at Boston and all disbursements of grant funds were administered by that institution. The central administrative offices of the Women and Career Options project were housed in office space provided by the University of Massachusetts at Boston.

Dr. Adele Simmons and Dr. Dorothy Zinberg developed the idea for this project and were instrumental in launching it. They, together with the other members of the advisory committee, Gladys Hardy and Dr. Ernest Bartell, made room in their very busy schedules to provide the project

with their continued guidance and support. Drs. Dorothy Marshall and Alison Huey of the University of Massachusetts at Boston greatly eased the burden of fiscal management by their effective efforts as liaison to the school's administrative offices. Tom Magione and his colleagues at the Survey Research Corporation provided informative guidance and assistance at various stages of our work. At the University of Massachusetts at Amherst, Jean Leppaluotto generously allowed us to set up a facility in her office until the project's formal office was established. Kenneth Rosenthal at Hampshire College was a valuable and patient friend to the project.

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Marvin Finkelstein's collaboration on the planning, organization and preparation of this report greatly facilitated its completion. Barbara Salter's thoughtful comments and editorial suggestions were very helpful. Chava Abrams typed the preliminary and final drafts with great care and attention to detail.

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I.

INTRODUCTION

During the past several years, the place of women in American life has emerged as an issue of increasing importance and visibility. Many traditional notions concerning the role of women have been challenged, as well as have the discriminatory laws and practices, both overt and subtle, which have barred women from enjoying full and equal participation in the economic, political and social mainstream of our society.

In projecting these issues to the forefront of public discussion, not only are men being forced to reexamine their long-held attitudes toward women but, perhaps more important, women themselves are now involved in the process of reconstituting their self-image. For the first time, women in all walks of life are expanding their awareness of the many inequities which have shaped and limited their aspirations. This consciousness-raising process has exposed many women to a range of life-style choices which had previously been largely unavailable. Today, large numbers of college-age women can realistically envision professional careers in fields which just a few years ago

were closed to all but a small group of exceptionally determined women.

However, even though the struggle for women's rights has yielded considerable gains and affirmative action plans have served to accelerate the integration of women into the work force, the goal of full and equal opportunity for women is far from being an accomplished reality. Well entrenched stereotypes and "old boy" networks persist in many professional career areas to the marked disadvantage of female aspirants, whatever their qualifications may be. Moreover, women have themselves internalized the expectations and dominant stereotypes of their society and often find it difficult to leave the security of known paths to embark upon new and uncharted courses. For young college women who are contemplating possible careers, the problem is particularly acute. They have reached this pivotal point in their lives at a time when opportunities are just beginning to open. At the same time, many are inhibited by residual negative attitudes toward female participation in male-dominated professions. Even those women who have chosen to pursue future careers in nontraditional occupations are severely handicapped by their lack of prior experience and by the absence of female role models in those areas. In addition to the uncertainties which

confront individuals in the process of choosing a career, these women face the additional burden of reconciling their career aspirations with the personal adjustments of marriage and childbearing without the sources of support and positive reinforcement that are generally available to men.

Despite the magnitude of the problem, most colleges and universities have done relatively little to serve the particular needs of women undergraduates in this era of changing role perceptions. To assume that an educational environment which has evolved during a time of exceedingly limited female career goals will automatically provide a responsive outlet for the enlarged requirements of female undergraduates is to deny the unique concerns which are the product of centuries of unequal treatment. Any successful effort to prepare women for the professional work world must address itself to the special handicaps and disabilities which are the legacy of their historical status.

The problems of women in higher education are not, of course, confined to female students. Women faculty are subject to the same problems which face most women professionals. Notwithstanding their talents, women have constituted but a small percentage of college and university faculty and administrators. They tend to hold academic ranks that are

disproportionately lower than those of their male colleagues and have a difficult time securing promotions. Even with the introduction of affirmative action programs, there has been little appreciable change in the overall position of women on most college campuses. Women faculty remain a distinct minority with little representation on important committees or influence in matters of policy. As a group, they continue in a second class status on most campuses with virtually no capacity to have an effective impact on matters pertaining to educational affairs or women's issues.

But while the position of women faculty has not materially improved, the expectations of university women (both students and faculty) have risen considerably. The issues which have been generated by the marked gap between these expectations and the realities that constrict them are creating increasing demands on the limited time of women faculty. It is evident that the pressures of academic schedules do not easily encourage opportunities for women faculty to make efficient or effective use of their unique talents and perspectives on issues of concern to women. In addition, there is a continuing and justifiable apprehension among many women faculty about publicly identifying themselves with the advancement of women's opportunities. There

is ample reason to believe that women who are involved in women's movement concerns may seriously jeopardize their academic careers. Finally, many women faculty who have a genuine commitment to change do not have an appropriate framework for the expression of their efforts.

In response to the perceived need to develop support services for undergraduate women who may be interested in pursuing careers in nontraditional fields, to stimulate the integration of women faculty members into the university decision-making process, and to determine the impact of the collegiate environment on the future life plans of women undergraduates, the Carnegie Corporation provided a grant, operated through the Radcliffe Institute, for the purpose of assessing the feasibility of a project which would be addressed to the foregoing goals. A study, under the direction of Ms. Mary Rowe, was completed during the winter of 1972-73 and submitted to the Carnegie Corporation for consideration. This study, which surveyed a number of co-educational colleges in Massachusetts and elicited the views of administrators, female faculty and staff at the various institutions urged that a project to meet these needs be undertaken. Five institutions were recommended as potential participants in the project together with a list of suggested female faculty participants from those institutions.

Based upon the findings and recommendations contained in the feasibility study, the Women and Career Options project was begun on July 1, 1973 pursuant to a two-year grant from the Carnegie Corporation. In summary, the project was organized around three primary objectives. First, the project sought to assist women faculty members from the selected institutions to become more effective participants in the lives of their institutions and to play a more prominent role in influencing the decision-making processes of their institutions. Second, the project sought to encourage and assist undergraduate women to pursue careers in professional fields in which they do not traditionally seek or obtain employment. Third, research was conducted to gain a greater understanding of the college environment's impact on female students as well as on the development of sex role patterns.

A. Faculty Fellows

The project's efforts which were directed toward female faculty were focused on the establishment of a faculty fellows program. With the cooperation of the participating institutions, selected senior and middle-level women faculty (tenured faculty members who hold the rank of associate or full professor) would be released from a segment (usually

one-half) of their teaching duties in a given semester. The grant would reimburse the institution for the proportionate amount of the fellows' salary and fringe benefits and the freed funds would be used at the discretion of the chairpersons of the fellows' academic departments. Fellows could elect to work half-time for one semester or quarter-time over the course of an academic year. In order to maximize the number of women who were involved in the project, it was presumed that a fellow would serve only one term.

The fellows program was organized around four primary functions. First, the fellows would provide advice and counsel to undergraduate women who are considering careers in nontraditional fields. It was hoped that by providing support at this critical stage of the students' professional development, the women could be encouraged to pursue careers in fields they do not usually select.

Second, the fellows would undertake independent projects of their own choice relating to the enhancement of the collegiate environment for women. The fellows would pursue scholarly research in some area of concern to women or would undertake action projects designed to enlarge career alternatives for undergraduate women. These activities would not only serve to bring the fellows into closer analytical proximity to conditions which affect women in higher education

but could also provide a foundation for recommending specific changes. Moreover, a project of quality and merit would redound to the credit of the fellow and support her career advancement.

Third, the faculty fellows would oversee the collection of data on their own campuses for the project's research component investigating the impact of the campus environment on the career development of undergraduate women (described below). Involvement in this fellowship responsibility would offer unique opportunities for the fellows to achieve informed overviews of the administrative processes in their institutions and their institutions' responsiveness to the needs of undergraduate women. It would go a long way toward providing women faculty with the kind of comprehensive picture of their institutions which their traditional status had generally precluded. It would provide them with the raw material that is essential to a fruitful effort to bring about lasting change.

Fourth, the fellows would meet to communicate and exchange ideas relating to the concerns of women in academic life. It was hoped that the fellows would form a growing "critical mass" as the project progressed which would enable them to play a catalytic role in fostering new and better responses to the emerging needs of women in higher education.

The opportunity for women faculty from a variety of institutions and disciplines to share their views and experiences in an atmosphere of mutual support would broaden the perspectives of the individual fellows and help to overcome the sense of isolation that is common to many women faculty.

B. Student Internships

The internship program was designed to encourage and assist women undergraduates to pursue careers in professional fields in which women have not usually sought or obtained employment. Notwithstanding those gains which have been made in increasing the numbers of women who are engaged in the professional work force, it is undeniable that women continue to be vastly underrepresented in all but a few traditionally acceptable professions. It is clear from the figures outlined in the 1970 United States Census that although women comprise approximately one-half of the total professional labor force, they represent fifty percent or more of the employees in only twelve of 102 specific professional occupations.

While no single factor wholly accounts for this imbalance, there has been an historical lack of constructive remedial action in higher education which would place women in approximate parity with men as they prepare themselves to

enter the job market. There is a continuing need to provide women undergraduates with the kinds of attitudinal and practical compensatory services which have been available to men as a matter of course. Educational systems and job networks have comfortably ignored the talents and aspirations of women for many years. They have, by their own neglect and indifference, created a kind of self-fulfilling prophecy wherein many women are not now prepared to compete with men on equal terms. It was, therefore, a primary goal of this project to provide undergraduate women on the six participating campuses with the type of assistance which is dictated by their special circumstances. At the very least, the project sought to create the same supportive environment for women as has always existed for men.

At the core of this effort was the establishment of an internship program designed to present undergraduate women with an opportunity to apprentice in professional fields which are traditionally occupied by men. This program would provide eighty internships (forty each year) with a stipend of \$750.00 and would permit each intern to work part-time during the academic year or full-time during the summer in a professional work setting of her own selection at no financial cost to her employer. The project's staff would assist the interns in securing job placements. The intern's

work would be performed under the close supervision of a senior faculty member or a recognized professional and would involve such tasks which are associated with the learning or practice of professional skills. In other words, it was not intended that the interns' efforts be relegated to the performance of routine clerical work. At the conclusion of the internship, each intern would be responsible for the preparation of a written report based upon her work experience. In order to broaden the impact of the program, interns would be selected from among sophomore and junior applicants who would remain on campus for one or two years after their internships thereby extending the benefits of their experiences to other undergraduate women who were not directly involved in the project.

The internship program would provide a means for introducing young women to professional work settings for the first time and long before a similar opportunity might otherwise present itself. This early opportunity to test their generally uninformed career aspirations against the reality of the work world was seen as a valuable and perhaps imperative first step in the formulation of effective career strategies. This exposure could provide necessary direction in selecting academic programs and providing new academic incentives. In fact, the entire internship process--from

application to final report--was devised to encourage the women participants to structure their thinking with regard to their career options. Additionally, the skills and contacts which the interns may have acquired during the internship would undoubtedly provide them with an advantage in seeking future employment in that particular field.

The success of this program would depend in large measure on the support which the intern would receive from the project. Information, encouragement and practical advice concerning such items as preparation of resumes, conducting of a job interview, interaction with fellow employees, relations with supervisors and the integration of field work with academic programs was all to be provided.

C. Campus Offices

With the cooperation of the institutions, project offices were established on five of the six participating campuses.* These campus offices, administered by a full-time staff member known as a "secretary-researcher," became the focal point of the project's activities at the various schools. Although not originally envisioned as a component of the Women and Career Options project, it soon became apparent that a centralized facility on each of the campuses would be needed to handle the flow of student internship applications

*At M.I.T., many campus office responsibilities were performed by an individual working in an existing facility.

and inquiries and to provide correlative informational, referral and advisory assistance. Because women undergraduates are so often ill-prepared to grapple with the problems of career planning, the presence of an easily accessible resource, conducted in an informal and supportive atmosphere, was deemed to be of great importance. Students with an interest in the internships could drop in at their own convenience as questions or difficulties presented themselves. They could receive guidance in selecting a career area and relating it to suitable placement possibilities, practical suggestions about obtaining faculty recommendations for internships and advice about approaching prospective employers. Whenever appropriate, students would be referred to existing campus service offices or faculty members for further assistance. Thus, the campus offices would coordinate the student's efforts, bringing together all available resources in the students' behalf.

The campus offices would also plan and initiate a variety of special programs which would be helpful to women undergraduates interested in exploring nontraditional careers. These projects would reflect unmet student needs and would supplement existing programs on the various campuses. In addition, the campus offices would assist the faculty fellows in collecting data for the project's research component and perform the full range of secretarial and clerical duties required by the project.

D. Research Component

In order to learn more about the differential impact of the academic environment on its male and female students, the project conducted a two-part research program. The first segment involved the collection of descriptive data on each of the six campuses relating to the distribution, organization and accessibility of campus resources. Data were collected in such areas as health, athletic and residential facilities, admissions and financial aid, work grants and employment opportunities, curriculum and instruction, student counseling, student activities and orientation. The second part of this research involved an extensive survey of 2,000 freshmen and seniors (both male and female) at the six institutions. The survey questionnaires elicited the students' views and perceptions of the campus environment for the purpose of a) determining whether the environment is similarly perceived and utilized by male and female students; b) whether these perceptions are consistent with the collected data and c) whether the campus environment meets the expressed needs of the students. In addition, considerable data were collected from this sample concerning career attitudes and interests, attitudinal changes over time and significant variables which influence these attitudes. This material will produce important

information concerning the development of male and female sexual role patterns and, of particular interest in this context, the impact of the collegiate environment on those attitudes and aspirations.

The results of these research efforts will be presented under separate cover.

E. The Participating Institutions

The project began with five participating colleges and universities: Boston College, Brandeis University, Hampshire College, Massachusetts Institute of Technology and the University of Massachusetts at Boston. Subsequently, in the fall of 1974, the University of Massachusetts at Amherst accepted an invitation to participate thereby providing the project with a total complement of six institutions.

Based upon the investigations that were conducted in connection with the preparation of the feasibility study conducted by Ms. Mary Rowe in the winter of 1972-73, it was concluded that the foregoing institutions offered favorable conditions for the success of the project. They are coeducational but typically male-oriented in the sense that they represent the norm of higher education in America with regard to sex-role stereotypes. They are recognized as

educational leaders in the nation but represent a wide variety of institutional characteristics (e.g., size, religious orientation, proportion of women, etc.). They have been receptive to affirmative action implementation and have demonstrated a commitment to change. Most important, all initial contacts with the selected institutions strongly indicated the support and cooperation of the senior administration as well as the interest and assistance of women faculty, administration and staff.

A brief description of each of the participating institutions follows.

Boston College, located in Chestnut Hill, Massachusetts, six miles west of Boston, is one of the oldest Jesuit-founded universities in the United States, having been granted a charter in 1863. The College of Arts and Sciences and the School of Management, which were recently opened to women, the School of Education and the School of Nursing make up the coeducational undergraduate components of the institution. Each candidate for a baccalaureate degree must complete a minimum liberal education core requirement which includes courses in the humanities, sciences, social sciences, language, the arts and theology. Students live in a variety of residence halls, both on and off campus.

Brandeis University was founded in 1948 with the support

of the American Jewish community. This small school attaches great importance to the traditional liberal arts curriculum and is designed to offer full academic opportunities for those students planning to pursue graduate or professional studies as well as those whose educational objective is the baccalaureate degree. Most of its students live in six residence areas, all located on the main campus in Waltham, Massachusetts, ten miles west of Boston.

Hampshire College, founded in 1965, is a residential, coeducational liberal arts college located on 550 acres of former farm land and forest in Amherst, Massachusetts. Over 1200 men and women currently attend this innovative school designed as a creative departure from traditional patterns of undergraduate higher education. The students proceed to the Bachelor of Arts degree through three Divisions rather than the usual freshman-senior sequence. Their progress is assessed by means of personalized examinations. There are no course or credit hour requirements and no grades are given. Self-evaluations are supplemented by faculty comments. Great emphasis is placed on extra-collegiate projects and field studies that involve students in the nonacademic world.

The Massachusetts Institute of Technology is a middle-size, independent, coeducational, endowed university committed to the extension of knowledge through teaching and research.

It was founded in 1861 and is now organized into five academic schools: Architecture and Planning; Engineering; Humanities and Social Sciences; Management; and Science. About one-half of the 8,000 students are undergraduates enrolled in courses leading to a Bachelor of Science degree. About one-tenth of the students are women. The 125-acre campus is located in metropolitan Cambridge, Massachusetts. Its single faculty serves both undergraduate and graduate students.

The University of Massachusetts at Amherst was founded in 1867--one of the first "land grant" institutions. By 1980, nearly 25,000 students will be attending its many schools and colleges. The College of Arts and Sciences has forty departments and programs. The College of Food and Natural Resources, once the School of Agriculture, has more undergraduates than any school on campus. The Schools of Education, Business Administration, Engineering, Nursing, Home Economics, Physical Education and the Department of Public Health make up the other components of the University. Students may develop their own academic programs under the Bachelor's Degree with Individual Concentration program. The school also operates Year for Action, a program which allows students to gain academic credit while spending a year serving low income and institutionalized residents of western Massachusetts, and the Outreach program which provides students

with opportunities to do volunteer work in government, business and the community.

The University of Massachusetts at Boston was founded in 1965 to provide high quality educational opportunities and services at low cost to the people of Greater Boston. The student body is presently enrolled in two traditional liberal arts schools and a College of Public and Community Service. The latter was designed to offer innovative approaches to higher education by combining basic liberal arts education with training in areas of specific relevance to public and community service. Its student body includes individuals who have been out of high school for some period of time, people currently employed in public agencies and selected individuals who have not completed high school. Internships, field work and community projects are emphasized as a regular part of the curriculum. The campus is located three miles from downtown Boston and public transportation allows all the students to commute to school.

II.

FACULTY FELLOWS

As stated in the proposal, two of the primary goals of the Women and Career Options project were "to increase the effectiveness of women (faculty) who are now in academic institutions" and to assist in furthering the career development of undergraduate women. To help achieve these ends, faculty fellows were to be chosen from senior and middle-level faculty women with the hope that the selected women would form a "critical mass" and would thereby be able to "foster better communication on women's concerns between women faculty, and women and men administrators, staff, faculty, and students, as they widened the arena of influence of each woman faculty member."

These "senior and middle-level women" (tenured faculty who hold the rank of associate or full professor) would be well known in their fields and on their campuses and would enhance the status of the project by their own prestige. As a collective unit, a group of recognized female academicians would undoubtedly receive more attention from faculty colleagues and administrators than would lesser-known junior faculty. Faculty fellows were to receive fellowships both

to provide them with additional recognition and to give the project a sustaining cohort of committed campus participants-- women willing to help female undergraduates realize many of the options available to them.

The four main responsibilities to be undertaken by the fellows were: 1) to advise and counsel undergraduate women; 2) to complete a project (either research or action-oriented) of their own choice; 3) to oversee the campus Women and Career Options office and collect data compiled by that office; and 4) to communicate and exchange ideas with special interest groups on their particular campuses and with fellows at the other institutions.

The terms of the faculty award allowed for each of the selected fellows to be released from a segment (usually one-half) of her teaching duties per semester. The grant would reimburse the institution for the proportionate amount of salary and fringe benefits and the freed funds were to be used at the discretion of the chairpersons of the fellows' academic departments. Faculty fellows could elect to work half-time for one semester or quarter-time over the course of an academic year although, in either case, it was presumed that an individual would usually serve only one round as a fellow, thereby maximizing the number of women to become involved in the project.

The proposal named a group of women who would serve as faculty fellows in the first year of the project, 1973-74. These women were interviewed and selected on an informal basis during the preparation of the feasibility study.

Over the course of the two years of the project (July 1973--June 1975), twenty-eight faculty members at the six participating schools were awarded fellowships (Table 1). Some received grants for more than one semester to enable them to complete lengthier projects.

A. Selection of Fellows

Applications for fellowships could be submitted in one of two ways: interested faculty could either apply directly or they could be nominated for the award by anyone on their campus. The availability of fellowships was publicized by means of a flyer distributed to all women faculty by the secretary-researchers. Individual letters were written to many women and telephone calls were placed to several prominent faculty members drawing their attention to the awards. Chairpersons and administrators were asked to recommend applicants. In spite of the intensity of these early efforts, there was only a negligible interest in the awards.

The failure of the fellowships to attract the anticipated

TABLE I
FACULTY FELLOWS

	<u>Fall 1973</u>	<u>Spring 1974</u>	<u>Fall 1974</u>	<u>Spring 1975</u>
Boston College	Jolane Solomon	James Bowditch Jolane Solomon	James Bowditch Kay Broschart Vera Lee	Kay Broschart Kathleen Murphy
Brandeis	Andree Collard	Andree Collard	Kristine Rosenthal	Erica Harth Kristine Rosenthal Charlotte Weissberg
Hampshire	Penina Glazer	Gayle Hollander	Laurie Nisonoff Janet Tallman	Laurie Nisonoff Janet Tallman
22a M.I.T.	Mildred Dresselhaus Molly Potter	Sheila Widnall	Vera Kistiakowsky	
UMass./Amherst	*	Mary Barber Joan Bean	Julia Fata Herbert Marsh	Dee Appley
UMass./Boston	Mary Ann Ferguson	Paddy Quick	Barbara Ayres	Nancy Jo Hoffman Patricia Lehman

*The University of Massachusetts at Amherst did not join the project until January 1974.

response can be explained in several ways. First, there are very few women at the senior or middle-level ranks on most of the campuses. No more than fifteen percent of the female faculty at the six participating schools are tenured. Many of these women already spend an unusually high proportion of their time in advising students and participating on a large number of school committees. Thus, many of the women contacted felt they were currently overcommitted and would not consider taking on new responsibilities even though their teaching loads would be reduced in the event they won a fellowship. They felt that since there were so few senior women in their departments, it was important that they not leave the classroom but remain there instead to provide a visible role model for women students. Most appeared willing to participate in specific ventures arranged by the project for the benefit of students, such as speaking before a group of students about the career opportunities available to those with training in their discipline or serving as general departmental advisors for women students. But these activities were isolated, sporadic events requiring only occasional participation. Although they repeatedly voiced approval of its aims and purposes, few appeared willing to play an active role as "organizers" of the activities.

As it became clear that it would be extremely difficult,

if not almost impossible, to use senior women as fellows, the project broadened its criteria to include full-time female faculty who had been at the institution for at least one year and were thus familiar with it. However, it was still difficult to identify women who were interested in the fellowships.

Many were concerned about the value of working outside their academic disciplines, believing that most of the project's work should be performed by those with formal training in the social sciences or in counseling. Although most of the faculty women acknowledged the need to provide a variety of support services for women students as they begin to structure their orientation to career and life options, few of the faculty admitted to having any special expertise in these areas. They felt competent only to give advice concerning graduate or professional schools, since they were often not well versed in the career options available in the "outside world."

Many potential candidates for our fellowships reported that the personal risks they faced were too high to warrant applying for the grant. The most subtle, though perhaps most powerful, reason why many of the women faculty declined to participate in the project was the concern that they would be identified as active feminists, a label that carries overt

social and political overtones still considered by many to be unacceptable. Both junior and senior faculty women feared that their association with the project would undermine their status with faculty colleagues and administrators by suggesting, however unfairly, that they lack the personal qualifications to succeed in their profession without the collective support of "the movement." It was feared that their involvement would be interpreted as a confession of weakness and would impair opportunities for advancement.

These fears were substantiated when chairpersons and administrators on the six campuses were contacted and asked for their recommendations of potential fellows. In several instances they issued blunt reminders of the risks the women candidates would face with regard to promotion or tenure if they chose to divert any of their attention from professional research in their discipline or from departmental activities. Accordingly, we reminded nominees repeatedly to "feel out" their campuses so as not to jeopardize their academic futures. We wanted nominees to understand the possible risks before they accepted an award.

Had the same faculty been offered an opportunity to do work within their academic discipline or been asked to join a prestigious enterprise in a less politically sensitive area, they would probably not have received the same types of

warnings as those that were issued to prospective candidates for the Women and Career Options fellowships.

During one selection round, a nomination of a male colleague was received from one of the then current fellows. The recommendation raised several important policy issues for the project and, in considering the ramifications of selecting a male fellow, the following key points were discussed: 1) How would the group of female fellows react to his presence? Would they feel as willing to discuss all issues raised in meetings as openly as they might if there were only women present? 2) How would the women students who would be seeking counseling relate to him? Would they be as willing to discuss the fears and anxieties relating to career matters with him as they might with a female fellow? 3) Would the inclusion of male faculty in the fellows program alter or compromise the effectiveness of the project which had as a stated aim the support of women faculty?

Because of his past participation in activities directed toward the advancement of women, his very high motivation and the small number of women applicants from that institution, he was granted a fellowship. Although his colleagues at his home institution appeared to have no difficulty accepting him, one woman from another school repeatedly

stated that she could not air her true and honest feelings about education and women's concerns in his presence. However, the general response to his participation tended to be positive.

The following semester, another man, this time from a different institution, applied for a fellowship, but as there were many qualified women applying from that same school at that time, he was offered and accepted an unfunded fellowship. This award in title allowed him to participate in the program but did not release him from his teaching duties or compensate him for his time.

In both cases, the men held faculty positions in disciplines in which women are rare participants: business management and plant and soil sciences. Both possessed the background and desire to help women students who were considering careers in their respective areas of expertise.

In spite of the unanticipated difficulties in recruiting applicants for faculty fellowships, we were finally able to secure the participation of a sufficient number of qualified women and men. For the most part, they were junior members of their faculties, although they were not all young. As a whole, the faculty fellows were not as experienced a group as the project had initially hoped to work with but their strong desire to assist women students provided more than

adequate promise to the program.

B. Fellowship Responsibilities

From its inception, the faculty fellows were viewed as the core of the Women and Career Options project. Through their contributions to the four major project components which are discussed below, it was believed that they could become a more effective and persuasive force in initiating needed change on their campuses. Of the four primary responsibilities which the fellows assumed, none was deemed of greater importance than their efforts in influencing and assisting women students.

1. Advising and Counseling Students

The basic assumption made by those working on this project was that although women undergraduates have the same talents and abilities as their male counterparts, they do not make the same career selections as do men. Among the explanations offered for this pattern is that somewhere in their college years, many women students are diverted from careers traditionally elected by men or fail to recognize that certain fields offer viable options for them. It was hoped that with the proper counseling from women faculty, female undergraduates could be made aware of a wider range of career opportunities and, with a degree

of support, they could be actively encouraged to pursue careers in fields not usually selected by women. By spending more time with women students than they had been able to allocate in the past, the faculty fellows could give encouragement and guidance to women considering unique fields and could impart information from a woman's perspective about the planning and selection of a particular career. Unfortunately, most of the faculty fellows did not undertake any additional student advising as a result of their fellowships than they probably would normally have handled. Many of the faculty were unable to find sufficient time to meet the counseling needs of the women students who requested such assistance. Although teaching loads were decreased for almost all of the fellows, the time required to fulfill the various fellowship responsibilities was undoubtedly greater than that which was provided by their reduced academic schedules. Moreover, a number of fellows reconfirmed their reluctance to address themselves to the broader personal counseling needs of the women students (e.g., instilling confidence and motivation) and again questioned the value of their efforts in this area.

By trying to organize the Women and Career Options activities around one central facility on campus, it was hoped that students would be able to more easily locate

advisors interested in assisting them. However, most faculty fellows preferred to maintain offices within their academic departments, so they were not generally present at the project office. Only a few of the students who came to the Women and Career Options office were willing to initiate yet another search for the faculty fellow.

The campus secretary-researchers were able to assist the faculty fellows and to perform some of the counseling functions. Over time, they became the project's major counseling resource. (A discussion of the role of the campus offices and the secretary-researchers is contained in another section of this report.)

2. Completion of Individual Projects

The Women and Career Options program called for the fellows either to design and implement a research project that would investigate an aspect of the environment on their campus as it affected women students or to design and participate in some type of activity, workshop or program organized for the benefit of undergraduate women. These ventures were to be their individual projects.

Although the fellows sensed the need on their campuses for these types of activities, most of the proposed plans were too broad in scope and required an unrealistic

allocation of time, money and personnel. Also, many of the faculty in traditional liberal arts fields (other than the social sciences) appeared to have difficulty formulating manageable projects outside their main areas of expertise, causing several of the plans to be modified or dropped by the end of the faculty member's tenure as a fellow.

The following personal account by one of the fellows illustrates this point:

As we mentioned at the Women and Career Options meeting, stipends often result in having the faculty person simply continue to do what she was doing anyway...I started in January to keep two days a week for Women and Career Options work. That lasted a month, and then my time got eaten up again...I proposed a project on women and work identity. I wanted very much to read, write and think, rather than organize--my usual occupation. My initial reading, however, convinced me that the subject that I had proposed would either be scantily done, just begun, or impossible in any depth given the time allotted to me.

Another fellow who found it difficult to complete a research project in the available time did report that the experience stimulated her interest in pursuing women-oriented research under more favorable conditions:

It has made me want to get support for full-time research for an extended period: perhaps two-three years so I can devote myself without distraction to some projects I would like to work on and to which I think I can make a contribution.

TABLE II
FACULTY PROJECTS

<u>School</u>	<u>Project Description</u>
Boston College	Development of a five-week career workshop for women covering such topics as: Exploring Your Interests and Aptitudes; Focusing on the Career for You; Preparing for Your Career; Entering the Work World; and A Career and a Family. Study of such major women's life events as marriage, childbearing, the completion of professional education, and the assumption or resumption of professional employment, productivity and achievement. Creation of annotated bibliography dealing with the role and status of part-time faculty members. Survey of the needs of women in Master of Business Administration programs.
Brandeis	Study of classroom interactions by such variables as size, subject matter and sex of instructor to determine differential impact on women students. Study of women seniors to explore their backgrounds, college life, immediate and long-range plans, attitudes toward feminist concerns, sexuality, men, marriage, family, success and other aspects of self-concept. Structuring meetings of students having common interests with members of the administration to discuss areas of mutual concern. Preparation of proposal submitted to the administration for a women's studies program.

M.I.T.

Participation in preparing and distributing of special booklet designed to attract highly qualified high school women to M.I.T.

Development of a monthly women's faculty luncheon to create an opportunity for faculty and staff to meet and exchange information.

Team-teaching of an undergraduate seminar entitled, "What Is Engineering?"

Participation in career day for women interested in engineering.

Study of research doctorate production as a function of baccalaureate institution, time, field of doctorate degree and sex.

Study on doctorate women scientists.

Writing of three special lectures on "Women in Science."

U. of Mass.
(Amherst)

Study of Matina Horner's fear of success construct and development of a new model of androgyny.

Study of women, work and marriage using sample of sophomore women, Carnegie applicants and selected interns.

Study of academic and guidance counseling services on the campus.

Preparation and presentation of paper entitled, "A Content Analysis of Letters of Recommendation for Psychology Graduate Students."

U. of Mass.
(Boston)

Study of the relationships between the presence of female faculty and subsequent female majors in the various departments.

Compilation of reference list of facilities providing employment and career counseling for women in the Boston area.

Establishment of list of volunteer women faculty to serve as advisors to women students in the area of career preparation.

Workshop for women interested in careers in art utilizing resource persons from outside of the university.

Videotaping of interviews with twelve women on various career options in art available to women.

Study of day care facilities available to campus community.

Hampshire College / Organization of women's center.

Hosting of several meetings for women faculty.

Participation in planning and organization of Hampshire's women's week.

I will be on sabbatical next year and plan to continue some of this work, and try to find continuing financial support for a research program. At least in part that is due to my having generated a number of projects for my proposal, and having the fellowship.

There were several fellows who succeeded in completing their projects (Table 2). The first project undertaken by Mary Ann Ferguson of the University of Massachusetts at Boston was a study of the relationships between the number of female faculty and the number of female majors in the various departments at the University of Massachusetts at Boston. Professor Ferguson found that "there were so few women faculty teaching in upper-level classroom courses (for majors) in the University, that no relationship could be found; other factors, such as nationwide trends toward psychology and away from the humanities, as well as local factors, such as distastes for science and language among (the University of Massachusetts at Boston) students, seemed of much greater significance."

She also investigated avenues for employment and career counseling for women in the Boston area. A detailed reference list was made available to all students who came into the Women and Career Options office. The Boston campus of the University of Massachusetts is a commuters' school and, as such, the Metropolitan Boston area is the home base for the

majority of the students. Resources in the city are used as much, if not more, than are campus offices. To be of service to the students, it was important that we be able to refer them to neighborhood as well as campus facilities.

With the assistance of Patricia Brandt, the secretary-researcher, Mary Ann Ferguson contacted women faculty in all departments and established a list of volunteer advisors who were willing to work with women students in the area of career preparation. She also visited the Vocational Counseling and Placement Office with the goal of sharing information and ideas and to become acquainted with their staff. This step was regarded by the Counseling Office as a highly unusual undertaking by a faculty member in as much as few faculty on campus even acknowledge the existence of the Office.

A workshop developed by Patricia Lehman, a Women and Career Options faculty fellow from the University of Massachusetts at Boston, was organized for approximately fifty women interested in careers in art. Resource persons from outside of the University who participated in the program included an architect, the head of media arts at the Museum of Fine Arts, a production specialist for the Media Center at Northeastern University, and a creator of "Zoom," who is working with educational television at the

Public Broadcasting System.

As a follow-up to this program, Ms. Lehman videotaped and edited a series of interviews with twelve women on various career options open to women in art. These were placed on file at the Office of Vocational Counseling and can be viewed by students in the University of Massachusetts at Boston media laboratories.*

The individual research project that Professor Joan Bean of the Amherst campus of the University of Massachusetts conducted during the spring semester of 1974 focused on Matina Horner's fear of success construct and its incidence in a small sample of female and male college students. The rationale and results are being written up as part of a larger developmental study to be submitted for publication. For Professor Bean, an important outcome of the project was a theoretical analysis that supported a new model of androgyny.

Dee Appley, also of the University of Massachusetts at Amherst, reported that her project entailed a study of attitudes toward work and marriage using a sample of sophomore women and Carnegie interns and intern applicants.

During her tenure as a faculty fellow, Kristine Rosenthal at Brandeis University engaged in two activities: The first was a research project whose goal was to collect objective data relating to the classroom interactions of male and female

*See Appendix I.

students. To that end, with the assistance of several undergraduate women, she designed an observation instrument to be used in the classroom and sent student observers to classes which differed in size, subject matter, and sex of the instructor to attempt to discover how these variables might affect the pattern of classroom interactions. She found the results to be somewhat unexpected: it appears that most classroom dialogues occur student-to-instructor and vice versa, regardless of the foregoing variables, and very little exchange takes place between students.

Kristine Rosenthal's second endeavor was to bring together students with common interests so that they could reach a consensus on some of their needs and feelings and then, when appropriate, to bring these students together with members of the administration for a discussion of the issues raised by the students. This was accomplished with the assistance of the Office of Career Counseling and Education so that this activity, once established, would continue beyond the tenure of the Carnegie project.

Charlotte Weissberg, also at Brandeis, spent most of the spring 1975 semester on the data collection phase of a study of women in their senior year at Brandeis. She conducted three five-hour interviews with thirty women students. The subjects were all from middle-class

backgrounds and were selected to provide a balanced representation from majors in the social sciences, humanities, creative arts, and "hard" sciences. The in-depth interviews explored many aspects of the women's lives: background; life at Brandeis; immediate and long-range plans for the future; attitudes toward and feelings about a variety of issues such as the women's movement, feminism, sexuality, men, marriages, family, social status, and success; and many other aspects of self-concept.

Professors Weissberg and Rosenthal hope that by pooling their data they can obtain a more coherent picture of those aspects of the classroom experience which have long-range career consequences. They plan to collaborate on a final research project.

During the spring semester of 1974, a series of workshops was developed by Professor Vera Lee, a faculty fellow from the department of Romance Languages at Boston College, that showed all the potential for developing into an important and useful service for the campus at large. A five-week pilot career workshop for women was designed to help meet the needs of female undergraduates. To help fill the gap between the Boston College Career Placement Office, which primarily serves a constituency of students who have already chosen their careers, and the other guidance offices, which

tend to stress psychological counseling, Vera Lee's program covered the following topics: 1) "Exploring Your Interests and Aptitudes"; 2) "Focusing on the Career for You"; 3) "Preparing for Your Career"; 4) "Entering the Work World" and 5) "A Career and a Family."

Graduate students from Sr. Kathleen Murphy's classes (a faculty fellow in 1974-75) were chosen to run small workshops that were held weekly. Approximately ninety women attended the first session and they were divided into groups of ten. The evaluations returned by the participants were extremely positive and Vera Lee began to work on a proposal to Boston College to institute the program as a yearly event. In 1974-75, the Women and Career Options office, in cooperation with several other support service groups, organized another round of workshops which culminated in a compact, two-evening event and served about one hundred women.

The research project in which Kay Broschart of Boston College's sociology department was involved centered on an investigation of the major life events such as marriage, childbearing, the completion of professional education, and the assumption or resumption of professional employment or professional productivity and achievement. Although the timing and sequence of some of these life events had been examined in previous research, her study investigated

the influence of these events in a more systematic and patterned fashion. In addition, her investigation provided a needed collection and consolidation of existing knowledge. Information about life and career patterns, professional achievement and productivity, and personal and professional satisfaction was gathered from a sample of professional women.

Jolane Solomon began a collection of information on the role of part-time faculty by developing an annotated bibliography.

At M.I.T., the fellows focused on the development of materials and techniques for increasing the number of female undergraduate applications. A special booklet was designed with the assistance of Sheila Widnall and distributed nationally to all highly qualified high school women to attract them to M.I.T., an effort which resulted in a greatly increased number of admissions applications.

One of the most important programs to originate from the Women and Career Options project at M.I.T. was a monthly Faculty Women's Luncheon. Initiated by fellows Mildred Dresselhaus, Sheila Widnall and Vera Kistiakowsky, these luncheons have created an opportunity for faculty and staff to meet to exchange information, discuss a variety of women's issues and organize programs to bring these concerns to the attention of the appropriate administrative officers or

faculty committees. For instance, through the efforts of the women attending the meetings, a proposal to the Faculty Committee on Educational Policy on the Education of Women at M.I.T. was prepared for presentation. Dottie Bowe, the secretary-researcher, tried to provide a link between the specific campus groups with which she had contact and the Faculty Women's group by suggesting topics for discussion and bringing issues to the attention of the group. All women faculty and a group of the women administrative staff were invited to the session, resulting in an average monthly attendance of about thirty women.

Some of the topics discussed were the following: undergraduate admission of women; graduate admission of women; helping students find summer jobs; a report from the Ad Hoc Committee on Women at M.I.T.; flexible working hours and benefits; a discussion by Laya Wiesner of women in the People's Republic of China; and a meeting with Chancellor Paul Gray.

An undergraduate seminar entitled "What is Engineering?" was developed and offered at the Institute by Professors Dresselhaus and Widnall. The format consisted of two ninety-minute presentations each week on some topic related to engineering. The speakers were members of the M.I.T. faculty, some engineering students and outside professionals. There were also approximately three laboratory or research tours

each month. Opportunities were created to develop laboratory skills such as machine shop, glass blowing, electronics, metal joining, drafting, etc. and each student was to participate in one or more of these laboratory experiences or, preferably, to join an on-going laboratory research project on campus. In addition, Professors Dresselhaus and Widnall had two private interviews with each student (once at mid-semester, the other at the end of the term) during which they discussed career objectives and plans.

The fellows noted that as the semester progressed and end-of-term pressures on the students became intense, the attendance of the male students in the seminar dropped somewhat. However, the attendance of the women students remained consistently high throughout the course of the term reflecting the needs of women students and their interest in studying with women faculty.

The seminar was offered to twenty-five students for the first time (spring 1974) and it was repeated the following year (both fall and spring semesters 1974-75). Enrollment the second year was about fifty-five students, half of whom were women. This figure is significant because the percentage of women at M.I.T. is in the vicinity of ten percent and the percentage in engineering is even less than that.

During May 1974, the second annual Engineering Open House

was held for women students at the Institute. Sheila Widnall was the faculty representative on the panel which included undergraduates, graduate students, and professional engineers from the Boston area. A lengthy general discussion followed the formal presentation in which each panelist discussed her work or career, and the reasons for choosing engineering as a profession.

During 1974-75, Vera Kistiakowsky was the M.I.T. faculty fellow and she undertook several projects during her tenure. She continued the monthly luncheons for women faculty members and staff. Assisted by a student who later became an intern, she and Professor Elizabeth Tidball of George Washington University collaborated on a study of research doctorate production as a function of baccalaureate institution, time, field of doctorate degree and sex. Professor Kistiakowsky also conducted a study on doctorate women scientists based on the 1973 survey of doctorate scientists carried out by the National Research Council and she wrote a series of three lectures on Women in Science given during the Independent Activities Period in January 1975.

As the above descriptions illustrate, the fellows undertook a variety of projects. Several proved to be valuable and successful ventures, assisting women undergraduates or improving and expanding the understanding of the position of

women in academia. Although some of these efforts were modest in scope, they provided an opportunity to a number of female academicians to begin to examine matters of critical importance to women students. Hopefully, these initial efforts will encourage further exploration of the problems confronting female undergraduates by these and other faculty.

3. Overseeing the Collection of Data

Although not outlined in the proposal as a specific task, the project director, early in the project's term, initiated a study of the environment on the six campuses. An ambitious research design was developed which was to be used to collect a wide variety of statistics covering almost all aspects of campus life.

The fellows were to oversee the collection of this material on their campuses and were to be assisted by the secretary-researchers. By exposing the fellows to this data, it was hoped that their awareness of their own campus environment would be significantly heightened so they would be in a position to recommend meaningful changes for their school that would have an impact on the lives of women students, faculty, staff and administrators. This task was viewed by the director as a crucial undertaking for the faculty if they were to learn about the impact of the institution's structure on college life. By collecting the data and

meeting many of the personnel on campus, the faculty would be much more informed about their environment than they presently were.

One of the stated goals in the proposal was to bring about "changes in academic processes and structures which affect women." The most important change noted was to be that of the academic climate, "in an improved atmosphere of interest and support so that women's progress can continue in an orderly fashion." In order to be in a position to bring to the attention of the academic community at large those issues and concerns which either need review or warrant further investigation, the faculty fellows had to be aware of the matters under investigation. This process of overseeing the data collection could have provided a mechanism for securing just such knowledge and awareness. Statistical data covering almost every aspect of the environment (such as school populations; admissions and financial aid; student activities budgets; physical education facilities; orientation matters, etc.) were collected.

The task of securing the necessary information entailed working with many campus offices and it was presumed by the project director that the faculty would serve as liaisons between the school personnel and the secretary-researchers who were to serve as the fellows' assistants. The entire

process was slow, and at times, tedious. Most of the faculty had little or no interest in putting time into this effort and delegated the entire burden to the secretary-researchers.

4. Communicating and Exchanging Ideas

Fellows' meetings were periodically held throughout the two-year term of the project. These meetings were rotated among the participating schools in order to equalize the fellows' travel time and to expose them to all of the campuses. Six meetings were held in the first year and four in the second year.

One of the initial purposes for creating this project was to assist women faculty to become more effective participants in the lives of their institutions. Through discussions of common problems, it was hoped that the women would be better able to identify, understand and respond to the specific areas of concern at their schools. However, the meetings did not always serve this purpose. During the first year of the project, institutional rivalries were often displayed at the fellows' meetings. The faculty tended to isolate their own experiences and often made remarks such as "you'll never really understand what it's like working here." They appeared to be more interested in the discreet problems of their own campuses than in reaching a broader understanding of the nature of the conflict facing women at most schools.

The profile of each campus was seemingly so different as to negate the possibility of joint approaches. During the first year of the project, several fellows presented the central office with continual criticisms of operating procedures, steadfastly urging that their campus should be the exception to any specific policy. For instance, the fellows sought to gain a disproportionate share of the project's resources (funds, number of fellowships or student internships) for their own campuses, always citing the special needs of their school in support of their claims.

It is difficult to explain fully all the reasons for the lack of communication and cooperation, for the problems had several dimensions. Younger, less experienced faculty were often intimidated by some of the more senior faculty. Those from less prestigious schools sometimes felt they did not have the status enjoyed by some others. Certain disciplines seemed to "carry more weight" than others; the sciences, engineering or the social sciences assumed a preeminence to the humanities. Those schooled in the arts, literature or languages sometimes questioned the authority of their views on matters that fell within the province of the social sciences. One factor that cannot be overlooked is that of human dynamics. The same participants rarely came to all meetings, which necessitated a new "warm up" or acquaintance

period each time. The sessions were chaired by the project director who set the agenda and initiated the tone of the gatherings. Since almost all of those involved had extremely busy schedules, little time was allotted to social amenities. Refreshments were served as business went on and the fellows had few chances just to talk or informally exchange ideas.

It had been hoped that there would be a continual exchange of ideas and that the fellows would share talents and expertise by working together on projects which would assist students. However, it was not uncommon for the fellows to discover complicating problems when they attempted to arrange convenient meeting times, to reserve rooms, to order refreshments, or, more importantly, to settle on a common agenda. It is somewhat understandable, therefore, that they shied away from interinstitutional programs, although mild inconveniences often became the major source of the discouragement. These annoyances were only one reason for the lack of cooperative planning. The lack of financial resources was also a handicap to the initiating of new programs or the sponsoring of events. The faculty fellows could only invite guest speakers who did not require a substantial honorarium. Films and the like could only be rented if the fees were nominal. The project office budgets* provided minimal support and there were few additional dollars

*(\$1800 per year to cover telephone, mail, supplies, refreshments, travel to fellows meetings).

available from the schools.

The primary exception to this was at M.I.T. where the financial resources available are more abundant than at any of the other five schools. The situation that allowed the M.I.T. women to decide what objectives they wanted to meet and then secure the necessary funds to fulfill those goals could not be equaled at any of the other campuses.

During the second year of operation, the project made a more concerted effort to create social situations for the fellows. The extra hours devoted to informal conversations between all the project's participants had positive rewards. Common interests were revealed and friendships were formed. The faculty exhibited a more mellow tone toward each other, replacing some of the former isolationism with a willingness to work together and calling for occasional support of joint ventures. They appeared to want to share a platform in order to express their concerns and needs and to plan for solutions to personal and institutional problems. But as the semester progressed and other commitments arose, it once again became very difficult to call the group together and, as particular school events or institutional problems occurred, the faculty once again turned inward, directing their energies toward their own campuses.

In the second year the fellows' outlook was

transformed from a passion for their specific campus concerns to a broader appreciation of the benefits of working with women faculty at other institutions. They had previously been outspoken about the hardships faced by women faculty who are often lonely and unprotected in their departments and provided articulate accounts of the perils many women face in academia. The acknowledgement of an atmosphere of conciliation and mutual understanding reached with other fellows is strong evidence for the viability of future programs of the kind undertaken by the Women and Career Options project. The bitterness expressed at the treatment of women academicians had almost reached a level of despair for some of the women. Participation in an active program with other faculty women provided a great boost to the morale of several faculty fellows.

Although the Women and Career Options offices on all the campuses had a considerable degree of interchange with many existing offices and personnel, almost all of this communication was the result of the efforts of the secretary-researchers and not primarily by the fellows.

The one major exception to this was the monthly luncheons organized at M.I.T. (discussed earlier). These meetings brought about a useful dialogue between various segments of the M.I.T. community.

A key to improving the campus environment seems to lie with a more open atmosphere for the exchange of ideas and opinions. The isolated nature of many academic departments and offices does not always foster dialogue between parties. In most instances, our faculty fellows were not able to bridge these communication gaps. The two statements most often heard from campus offices were "that is not within my area of responsibility" and "we have no money for that." Most of the issues raised by the fellows involved problems that required new approaches (e.g., special counseling for women or new financial aid policies) and the offices with jurisdiction in these matters did not want to acknowledge any previous wrong, nor did they have the funds to compensate for any deficiencies in their operations.

As the faculty investigated the campus environment many of the fellows reached the conclusion that in order to respond to the many needs deemed important to the assistance of women students, an increase or reallocation of services was necessary. Few administrators felt they could respond with the funds needed to support those new services.

III.

CAMPUS OFFICES

A. Secretary-Researchers

In order to coordinate all the project's efforts on the six campuses a local office was opened at each school staffed by a woman known as a secretary-researcher.*

The proposal described the responsibilities of these women to be primarily those of a secretarial back up to the faculty fellows, and the budget funds supplied for the offices were to ensure that the fellows' academic departments incurred no additional burden because of the project. The grant paid for all office supplies, telephone and postage charges, photocopying costs and travel expenses (\$1800.00 per campus for each year of the two years). The pay scale for the staff members (\$5667.00 for a ten-month appointment, based on the rate of \$6800.00 per year) reflected the intention that the office staff would report directly to the fellows, doing clerical work and assisting in the collection of data required by the project. The job description read as follows:

*M.I.T. elected not to open a discreet Women and Career Options office, believing that such a facility would duplicate the efforts of a number of offices presently existing on campus which serve women students.

The secretary-researcher would be full time for ten academic months, a college graduate with the verbal skills and sophistication to ghost letters, make judgments about the correspondence and phone calls that come from the diverse institutions cooperating in the project, for a president, teacher, or a student, to handle them tactfully and to direct their calls appropriately. She will be the key person in the office, the only full-time person who will set the tone for the project as far as communication and calendar arrangements are concerned. The secretary will have not only to answer the phone, but to handle budget requests, correspondence, to do some heavy typing, to keep the files and be able to develop research skills. Minimally this means she should be willing to do or oversee the collection and tabulating of data.

Many of the women who were interviewed for the position of secretary-researcher were young (under 25) and had little administrative experience. Most wanted to work in an "educational atmosphere" and were willing to exchange salary for "environment." Those who had recently graduated from college found the ten-month appointment appealing, since it corresponded to the vacation schedule of their former school days. The limited job market provided us with a pool of talented candidates. The faculty fellows interviewed all the candidates for the job and the final two or three applicants then met with someone from the central office. The final decision was made jointly. The women ultimately chosen to staff the offices were all college graduates. They

came from diverse backgrounds but each had expressed a strong commitment to work with women students, had some knowledge of the organizational structure of educational institutions and was enthusiastic about participating in an experimental and innovative project.

The secretary-researchers quickly became the primary liaison between the central office and the campuses. Since their offices were staffed from nine to five each day, it was considerably easier to reach them than the faculty fellows whose schedules were more irregular. Rather than merely serving to filter questions and answers from the central office, the secretary-researchers began to assume the responsibility for collecting information, locating resource people on campus and organizing a publicity campaign to announce our activities. As students came into the office, these women were their first contact; by the nature of their positions they set the tone for the project. Two of the secretary-researchers had been undergraduates at the institutions where they were working and two others had been previously employed in other capacities at the schools. Their knowledge of the campuses eased their entry into their new positions. Though most had relatively little administrative experience, these women were capable and talented, assuming many responsibilities beyond those stated in the

job description. They were willing and eager to initiate programs, to plan workshops, to organize meetings and to hold conferences in order to serve the undergraduate women students on their campuses.

The campus offices were designed to work with student service agencies on campus and not to duplicate or threaten any existing program. At first, it appeared that some of the functions served by the Women and Career Options office might overlap the jurisdiction of existing campus agencies, but the project's secretary-researchers and faculty fellows were asked by the central office to reassure all concerned that we were neither interested in assuming anyone else's responsibilities nor in publicly criticizing anyone's methods of operation. The role of the project was that of a catalyst with the ability to function more freely than established campus offices (a result of outside funding) and to survey the campus environment from an independent viewpoint.

Some of the project's secretary-researchers developed a closer working relationship with campus personnel than did the faculty fellows. It was not uncommon to discover that some of the faculty worked within arbitrary barriers which separated the academic activities of school life from non-academic student support services. Believing that "student

personnel types" have little in common with academicians, the faculty members rarely interrelated with them and most faculty fellows would not consider referring a student to them for advice or counsel.

The faculty fellows did not bear the entire responsibility for this situation. Stressing the faculty's lack of training and narrow focus, many of the guidance personnel expressed strong reservations about the faculty's ability to do any meaningful counseling on job, career or personal matters.

The secretary-researchers, however, were not affected by these deeply embedded negative stereotypes or sensitive jurisdictional conflicts and were able to establish fruitful collaborative relationships with faculty and guidance personnel. Moreover, the Women and Career Options offices attempted to serve as a central resource center for women undergraduates who were not familiar with the full range of counseling services available to them. The secretary-researchers met with guidance and career counselors, placement personnel, registrars, school psychologists and physicians, and others for the purpose of compiling lists of support services to be used in referring students who were in need of specialized assistance.

An event in January 1974 at the University of

Massachusetts at Amherst illustrates this aspect of the project's work. A two-week workshop entitled "Toward Collaboration," sponsored by a newly formed campus organization called the Resource Network, brought together the numerous services which assist students at the University of Massachusetts at Amherst. At the meetings, the two women who shared the duties of secretary-researcher for the Women and Career Options project talked with people from Mental Health, Room to Move, Drugs and Alcohol, Foreign Student Office, Residential Peer Counseling, Career Counseling, Everywoman's Center, Health Education, Special Programs (such as Bachelor's Degree with Individual Concentration), and the University Year for Action. They were able to meet and consider student-related issues with this network of people concerned with student needs, as well as to introduce themselves and the project to the others on campus.

On several of the campuses, the facilities of the Women and Career Options office were linked, either physically or conceptually, to a pre-existing women's center, even though considerable pains were taken to see that this did not occur. Realizing that campus women's centers have an image of activism, militant feminism and occasionally, even lesbianism, labels which the centers usually do not deserve or merit, the Women and Career Options project wanted to serve all

women and avoid any type of perjorative connotation. By and large this succeeded, but there were several instances where the image did become confused.

At one school, the faculty involved with the Women and Career Options project were also starting a women's center, and though the two operations were to have very different tasks and goals, it was difficult for a third party to distinguish between the two. The offices were adjacent to each other and personnel freely mingled. On another campus, a now defunct women's center had in earlier years used the same room that the Women and Career Options office was presently occupying. This caused several groups on campus to believe we were a reincarnation of the center.

Most of the fall of 1973 was spent organizing the offices, the space for which was provided by each campus according to the terms of the grant. It was not until late October and early November that the project was fully underway and the offices became operational. This start up time was costly. By not beginning our activities until the second half of the first semester, we lost the opportunity to introduce the project to students at orientation and registration sessions, the best times to initiate new projects on campus. By mid-term, most students were well into class work and job routines and it was much more difficult to

attract their attention to our maiden program.

Soliciting intern applications was the first major independent undertaking of the Women and Career Options offices on each of the campuses. The fall semester of 1973-74 yielded the smallest turnout for the internship awards, for the newness of the internship program and the debate about procedures made this period unusually hectic for the staff and students.

Women students came to the offices at this time with general questions about the application process, many of which could readily be answered by the secretary-researchers. But they also came with counseling needs, wanting advice about graduate or professional school and work opportunities open to them. Most of the women wanted personal support to encourage them to continue with their career plans. It was not uncommon for a student to report that until she was compelled to write an essay for her internship application, she had never given any serious thought to her post-college plans. These women needed constant reassurance to enable them to begin to assume the responsibility of becoming active participants in the professional work community. Many of the women students expressed serious self-doubts about their talents and abilities, and clearly needed a supportive hand if they were to utilize their potential fully. The

staff and the Women and Career Options offices became general resource centers, referring the students to as many people on campus with particular areas of expertise as could be located and organizing libraries of published material about women and careers which were made available to all interested students. When appropriate, faculty and guidance counselors were asked to meet with students.

The internship application process required the student to identify at least one career area which was of interest to her and to follow through by securing faculty recommendations and selecting a number of possible placements which would be consistent with her career goals and personal preferences. Thus, a major objective of the project--to heighten the awareness among women undergraduates of the full panoply of career options which may be available to them--was met in large measure by the demands of the application process. The apprenticeships provided them with an opportunity to explore their choices in a practical work setting.

Students found the secretary-researchers to be helpful and considerate and many made frequent return visits to the campus offices. Because of the informal, supportive atmosphere that was maintained at the offices, students felt comfortable in expressing themselves freely. Moreover, many students

were reluctant to approach the more traditional school service agencies because of a concern that a permanent record would be created which might affect future recommendations for employment or to graduate schools. No official record was made of the students' visits to the campus offices and no school personnel were informed of a student's concerns unless the student herself requested a referral.

The campus offices filled a void between existing school service offices. If a student was wrestling with matters of a personal or emotional nature, she might see a school psychologist, psychiatrist or guidance counselor. If a student needed advice about job opportunities, she might see the placement officer or career counselor. But the student who had not yet made a career decision rarely knew of anyone to consult. She had a "problem" of sorts, but not one which fell within the scope of campus service offices. It was the needs of this student that the Women and Career Options offices tried to serve.

Several factors appear to have made our offices an appealing place for students. It was easy to drop in. Appointments were necessary only at the peak time for internship applications and even then, the delay was usually no more than a day. Most of the secretary-researchers were close in age to the students and could provide peer

sympathy and understanding. Students could sit around and read literature, make local phone calls, ask any type of question, "rap" and meet other students. The newness of the operation meant that we did not yet have an image on campus. Students came in under the guise of "just seeing what you do" and approached the staff with their questions or concerns at their own pace.

B. Campus Office Projects

Through meetings with students who were interested in the internships, the secretary-researchers became aware of other services they could provide for the women. Not all those who inquired about the grants eventually applied for the awards and not all of the applicants were selected as winners. In order to assert a positive career stimulus for all the students, a variety of programs were organized which were sponsored either solely by the Women and Career Options projects or jointly with other campus agencies (Table III).

For instance, in the fall of 1973, Patricia Brandt, the secretary-researcher at the University of Massachusetts at Boston, organized "Women and Careers Day," a type of "occupational fair" which became a model which was followed by several of the other Women and Career Options offices during the year. Women professionals staffed booths and

TABLE III
CAMPUS OFFICE PROJECTS

<u>School</u>	<u>Project Description</u>
Boston College	Organization and sponsorship of a "Career Day" program in collaboration with a neighboring women's college and local church group. Creation of the "Association of Women in Management." Development of two career workshops dealing with various aspects of women and work. Organization of Assertive Training Workshop for fifty undergraduate women in the School of Management.
Brandeis	Establishment of pre-professional societies for women interested in careers in law and medicine. Co-sponsorship of two evening events which brought resource people to the campus to discuss careers in the "helping professions" (social work, psychology and special education) and communications (publishing, journalism, film, advertising, public relations, television and radio). Meeting with freshmen to introduce the available campus counseling services. Compilation of a "Survival Handbook" for women students.
Hampshire	Establishment of a Women's Center. Sponsorship of a "Life Options Program" which brought women professionals to the campus to meet with women students. Participation in campus Women's Week by running workshop on career planning.

<u>School</u>	<u>Project Description</u>
Hampshire	Establishment of support groups for seniors to discuss career goals and post-graduation plans.
U. of Mass. (Amherst)	Participation in Campus Feminist Caucus. Presentation of speech before Forestry Products Research Society. Participation in organization and administration of week-long conference on and for women.
U. of Mass. (Boston)	Organization of "Career Day" and follow-up sessions. Meeting with all academic departments to discuss career possibilities in field. Participation in "Women and Work" conference. Establishment of weekly workshops held throughout the semester for four hundred returning women students.

presented an assortment of career opportunities within government, industry, business, social agencies and other groups. These women were available to answer general career questions and sometimes they also provided written material about their professions. The film "Growing Up Female" was shown continuously during the day. The activities were conducted in the lobby of the main classroom and office building, but even this prime location appeared to have little impact on the turnout, as very few women took part in this venture. The low response was attributed to the lack of adequate publicity and, more significantly, to the unspecific nature of the event. It was discovered that general activities aimed at the campus at large did not attract the following that specific, targeted affairs enjoyed. Because of this, the two follow-up activities to this "Career Day," organized by the Vocational Counseling and Placement office at the University of Massachusetts at Boston, were directed toward students particularly interested in entering careers in the fields of marketing and psychology. Planned with appropriate campus faculty for a specific day and place, these events were better received than the all-encompassing "Career Day." The secretary-researchers began to channel their energy into discreet events, aiming at special constituencies on their campuses.

An example of a program designed with a specific student constituency in mind was one of the joint efforts sponsored at Brandeis by the Women and Career Options office and the Career Counseling and Education office. Based upon the returns of a questionnaire distributed by the counseling office to all undergraduates on the topic of career interests, a series of evening colloquia focusing on a variety of career areas were held. The two most popular responses were to law and medicine; the next largest responses were in the areas of the "helping professions" (e.g., clinical psychology, counseling, social work, rehabilitation, etc.) and in communications (e.g., advertising, journalism, public relations, creative writing, publishing, media, and others).

Hanna Cohn, the secretary-researcher, helped students to organize a pre-medical and pre-law society to provide ongoing support groups for women students. During one meeting of the women's pre-medical society, members of the Brandeis medical committee, a group which interviews all junior pre-medical students and submits a collective recommendation to medical schools, discussed the process of applying to medical school, medical school interviews and the status of Brandeis medical school applicants. The atmosphere was warm and informal, and there was a good discussion of issues and exchange of information.

A pre-law society was also established in 1973-74. One of the activities sponsored by that group brought to the campus three women attorneys, each of whom practiced in a different legal specialty. The participants discussed such issues as admission to law school, discrimination in hiring and the accessibility to women of all areas of law. They also raised personal issues concerning such matters as a husband's reaction to a wife who earns a higher salary than he; what it is like to be pregnant and in law school; and the reaction of male clients to having a woman lawyer. By limiting the audience to women, the students felt free to air problems and concerns that they could not discuss elsewhere. During the following year, 1974-75, the meetings of the pre-law society were planned by one of the Brandeis interns, Donna Arzt, with the active support of the Women and Career Options office. Jill Richard, the secretary-researcher in 1974-75, believes that "the position of being actively supportive [of groups such as this] seems most reasonable and crucial...to insure continuing programs in future years." These societies continue to be active at Brandeis.

In order to assist those women interested in careers in the helping professions, an evening program was held in February 1974, attended by over one hundred students.

Resource persons from the Boston area and the Brandeis campus were featured speakers, including individuals in social work, psychology and special education, as well as counselors and workers in community clinics. After the opening remarks by a Brandeis professor, the resource people moved into smaller rooms, grouped according to their professions, and spoke informally with the students who attended the sessions.

The second career program sponsored by the Women and Career Options project and the Office of Career Counseling and Education was held on the topic of "The Communications Professions." Professional persons from the fields of publishing, journalism, film, advertising, public relations, radio and television were present to speak informally about their work and to answer students' questions.

Activities like these served not only to introduce campus and outside professionals to interested students but also to provide a useful mechanism for the students to meet each other and to become better acquainted with other women hoping to plan and pursue careers in areas of mutual interest.

Boston College also began several programs designed to assist specific student groups. Under the direction of Marina McCarthy, the secretary-researcher for 1974-75, three important events were developed.

An Assertive Training Workshop was planned by several women administrators and staff at Boston College. Each of the women, including Sr. Kathleen Murphy (one of the faculty fellows) served as group leaders. Numerous administrators and counselors from the College were asked to observe the pilot session, which included fifty undergraduate women from the School of Management.

Another such enterprise was the creation of The Association of Women in Management which grew out of a reaction by several of the women in the School of Management to the small number of fellow female students and the limited support services available to them. Approximately sixty students attended the first meeting of the Association, as did several college administrators (both male and female). The Association has since been recognized by the Office of Student Activities which promised it approximately \$2000.00 for a "Women in Management" workshop and conference.

The Career Workshops were a two-evening series held in April 1975. The Assistant Dean of Students spoke on the concept of Assertive Training, a woman from the Placement Office addressed the topics of resume planning and effective interviewing, and Kay Broschart, one of the faculty fellows for 1974-75, spoke on the career patterns of women. On the second night, Sarah Ann Shaw, newscaster from WBZ-TV,

discussed women in communications, Kathleen McKinnon, personnel manager from the Jewel Corporation, spoke on women in management, and Elsa Glass, attorney from the Equal Employment Opportunity Commission, dealt with women and law. The Workshops drew more than fifty students each night.

One of the most successful programs sponsored by the Women and Career Options project was planned at the University of Massachusetts at Boston. With the advice of the new faculty fellow, Barbara Ayres, Chairperson of the Anthropology Department, secretary-researcher Patricia Brandt coordinated a program during 1974-75 for women students over the age of twenty-five who were returning to college after a break of several years in their studies. Two hundred of these students attended the first meeting. In the second semester, two hundred new women participated in the activities. Workshops were set up to operate weekly throughout the year and the program was a huge success. Barbara Ayres' ideas were transformed into a major enterprise involving nearly four hundred students and numerous faculty and staff.

Because the University of Massachusetts at Boston is easily accessible, it offers a major opportunity for women who want to continue their formal education but who may also have a family and job responsibilities. Although many student support services presently exist on this campus,

they do not meet the special needs of the older, returning woman student. The women involved in the program had been away from school anywhere from three to thirty years and the return to the university represented a significant transition in their lives. Like the men in the veterans program, many of these women initially had doubts about their ability to do academic work and were concerned that they could not successfully adjust to the new pressures of college life.

The program for returning women students tried to anticipate the problems of this portion of the population by learning from the experiences of similar programs at other universities and by listening carefully to what the older women on campus had to say. Workshops were established by the Women and Career Options project to deal with potential problems in a creative way, hopefully acting to prevent the need for future rehabilitation counseling and reducing the attrition rate of older women students.

The initial meeting, held in September 1974, introduced the students to many resource people on campus. Administrators, representatives from the Vocational Counseling and Placement office, the Counseling and Advising office, and the Women's Studies Concentration spoke to the group. Women faculty who had expressed an interest in serving as faculty

advisors to returning women students were introduced.

Throughout the semester, the meetings focused on three main categories: "Being a Student," "Dealing with Multiple Responsibilities," and "Career Planning." These groups met weekly with resource people from within and without the university. Faculty and professional staff worked together to take on the responsibility of planning and running the workshops.

The administration of the University of Massachusetts at Boston has funded Ms. Brandt and has established an office devoted entirely to the needs of returning women students for the year 1975-76.

Another type of activity planned by the campus offices were symposia or conferences. Usually spanning a period of several days, these events provided a concentration of programs of interest to many different constituencies of women. Meetings, seminars, recitals, lectures and other activities were organized around a variety of themes. A weekend symposium organized for Brandeis women in the spring of 1975 included panels on such topics as "Women and Health"; an "Assertive Training Session" (organized by the secretary-researcher); a discussion on "Alternative Life Styles for Women" (led by a faculty fellow); and a collegium on "Sex Role Research." Other events such as poetry readings, yoga

classes, modern dance groups and career guidance sessions also took place.

On the Amherst campus of the University of Massachusetts Carol Dersham, one of the two secretary-researchers, was on the planning committee of the new Campus Feminist Caucus which organized a University Women's Conference that took place for a week at the end of January 1975. The Women and Career Options office organized many of the workshops about careers for women in nontraditional fields, the value of internships, alternative career patterns and issues involved in the advising of women by women.

After the conference, a considerable amount of energy was put into an evaluation of the program and the organization of action groups which will be known collectively as the University Women's Caucus. This conference represented the largest gathering of university women ever to meet in the Amherst area. Over seven hundred women attended the one hundred and twenty workshops related to almost every possible topic of interest to women.

During 1973-74 Hampshire College held a series of sessions on alternative careers for women, which brought resources people to the campus to speak about their lives and work. Patti Klindienst, a recent Hampshire graduate who is a writer and Virginia Woolf and Edith Warton scholar,

spoke about her decision to pursue her work outside of an academic setting. Louise Farnham, a Hampshire faculty member and a clinical psychologist, and Joan Shapiro, a professor from the Smith College School of Social Work, led the session on careers in the social sciences. A woman lawyer from Boston, Lugi Halliday, and Ellen Goodman, columnist from the Boston Globe, also came to the campus. Women artisans and the business manager of the Mohawk Valley Medical Center also presented views of their professions. The series culminated with a session on women and health care.

IV. STUDENT INTERNSHIPS

It is clear from the figures outlined in the 1970 United States Labor Census that although women compose approximately half of the total professional labor force, they represent fifty percent or more of the employees in only twelve specific professions, those usually considered traditional female occupations.* The internship program was a means to encourage more women students to consider pursuing careers in many of the fields that are chosen predominantly by men. Therefore, any field in which women comprise less than fifty percent of the professional work body was deemed an appropriate area for granting internship awards.

This component of the project was met with great enthusiasm on the participating campuses. The eighty available funded positions were eagerly sought by more than 400 applicants and because the internships aimed at a constituency of sophomore and junior women who would

*Ranked in descending order of female representation in professions: elementary school teachers; dental hygienists; health record technicians; dieticians; nurses; librarians; dancers; clinical laboratory technicians; therapy assistants; radiological technicians; physical therapists; social workers.

See Appendix II for a complete list showing female representation in the professions.

remain on campus for at least one year after their internships, the program had an impact on a succession of students, serving more than just the eighty formal award winners.

A. Selection of Interns

Internships were awarded in the spring, summer and fall of 1974 and the spring of 1975. Each award was accompanied by a stipend of \$750.00. The award winners would choose to work either for fifteen to twenty hours a week during the course of a semester, ten hours a week during an entire academic year, or full time during the summer months. Table IV shows the number of applications received and the number of internships which were awarded during the four selection periods.

During the first semester of the program's operation, the student response to the internships was quite small. Although we did try to make the program as visible as possible, the initial turnout represented only a small fraction of the female population at each school.

Several factors contributed to the limited turnout for the internships. The M.I.T. women undergraduates were in great measure different from the other students participating in this project. Almost all of them had already demonstrated the desire to enter a field not traditionally chosen by women. They had exceptionally high quantitative skills and strong

TABLE IV
INTERNSHIP APPLICATIONS AND AWARDS

School	Spring 1974		Summer 1974		Fall 1974		Spring 1975		Total	
	Applications	Awards	Applications	Awards	Applications	Awards	Applications	Awards	Applications	Awards
73 Boston College	7	3	23	4	17	5	41	3	88	15
Brandeis	1	0	65	8	16	5	15	3	97	16
Hampshire	6	2	28	5	12	4	14	3	60	14
M.I.T.	2	0	3	2	2	2	3	1	10	5
UMass/Amherst	8	2	26	6	33	4	31	5	98	17
UMass/Boston	12	3	27	4	10	3	11	3	60	13
TOTAL	36	10	172	29	90	23	115	18	413	80

motivation to compete in a male-dominated environment. Also, their institution differed from others in the project. M.I.T.'s applied research orientation provides the faculty and students with access to a wider range of job contacts than are readily available to those at other schools. Consequently, very few M.I.T. students applied for the Women and Career Options internships in any of the award periods.

The location of some of the campuses was another factor in determining the number of applications which were submitted during the four internship terms. Brandeis is situated in Waltham, beyond the Boston city limits. Because of the poor suburban transportation system in the Waltham vicinity, which limits the students' access to the metropolitan Boston area, and because of the internal academic environment which does not permit much leeway for assuming external responsibilities, many students reported that they could not consider leaving the campus for the length of time required to work effectively on an internship. Brandeis women were, however, extremely interested in applying for summer job opportunities. The highest number of applications from any of the six campuses came from Brandeis in the summer of 1974.

At Hampshire College, many of the students dealt with the difficulties of working during the school year in a different fashion. Rather than just applying for summer

grants, these students elected to take leaves of absence from their campus for an entire semester. This not only presented greater latitude for finding positions but also allowed them to lengthen their tenure on the job by combining a semester and a summer. All but one of the Hampshire interns worked away from the Amherst area. Similarly, at the University of Massachusetts at Amherst, nine of the seventeen students also chose to work away from the main campus. But the decision to plan an internship in a distant location often created special problems. The stipend of \$750.00 was not enough to meet total living expenses and these students had to make other arrangements in order to finance their internships fully. Those who wished to gain academic credit for their experience were also required to pay tuition while they were off campus.

With each successive semester, however, the project attracted increased attention on the various campuses, and the internship program grew more successful. By its conclusion, 413 women formally applied for internship grants and close to 2500 women inquired about the program.

There was considerable discussion in the fall of 1973 among the participants in the project (faculty fellows, secretary-researchers, advisors and the central office staff) concerning the procedures which would be followed for the selection of the interns. The debate was long and intense,

and the strongest institutional rivalries were exhibited at this stage of the project's development as the representatives from the various campuses each sought to ensure that the selection criteria were responsive to the special needs of their school's women students.

One of the first decisions made by the project's participants was that the pool of applicants from each campus would be judged as a distinct unit, thereby creating six separate groups from which the interns would be chosen. Acknowledging that students on some of the campuses did not have the experience or training enjoyed by those at other schools, the project elected not to place students from different campuses in competition against each other but, rather, to rank them separately within their own campus group.

Undoubtedly, the \$750.00 stipend was an important incentive to many of those who applied for internships. In a survey of all applicants,* nearly one-quarter (23%) stated that they would not have applied if the stipend was in an amount less than \$750.00 and over one-third (37%) of the applicants would not have sought an internship if there was no stipend attached to it. Although it is noteworthy that a clear majority of the applicants would have pursued internships even in the absence of any remuneration (a vivid confirmation of the desire of many women undergraduates to

*See Appendix III.

experience the career world), a sizeable number of lower-income students would have been excluded from the benefits of the program. Moreover, in view of the fact that nearly seventy percent of the applicants stated that they ordinarily held jobs during the school year (working between ten and twenty hours per week), it may be assumed that in the absence of a reasonable stipend, many interns would have been required to simultaneously hold a part-time job to the possible detriment of their academic work. Students receiving financial aid awards are usually obliged to earn some funds to contribute to the cost of their school expenses. Without this stipend, these students would be unable to continue to receive such aid.

Even when the applicant did not need the funds, the \$750.00 stipend was a valuable adjunct to the internships. Potential placements and supervisors gave the student more serious consideration once it was made clear that her desire for work was supported by independent funding. She became a "legitimate" member of the work force instead of just a volunteer. Many supervisors commented that in the past they had encountered difficulties with volunteer college students whom they did not feel could be held responsible for assigned duties. Students would be absent during examination periods or simply not come to work when it was inconvenient for them. However, interns receiving a stipend could be required to

"produce" in order to receive compensation. Both the interns and the placements had a higher regard for a work arrangement based on financial compensation.

To provide the broadest possible range of placement options for the internship applicants, no previous experience or training in a particular field was required. However, in a number of fields a basic level of preparation was necessary for beginning field work. For example, the applicant interested in underwater archaeology was allowed to accompany an excavation unit only after presenting her certification as a diver. Students with some experience in laboratory techniques were more likely to participate in more sophisticated work assignments than novices who needed to spend a considerable amount of time learning basic skills.

The women who inquired about the internships could be placed in two main categories. The first group consisted of highly enterprising women who tended to be career-oriented when they approached the project and required little more than information concerning career opportunities or leads for specific placements. They were sufficiently self-confident and independent to follow through without a great deal of additional assistance from the project.

Although the second group had equally high scholastic ratings and impressive recommendations, they were much less aggressive than the first and required considerable emotional

support and personal attention before they would even contemplate applying for the internships. In addition to their need for career information and placement leads, they often required extensive counseling, guidance and encouragement at every stage of the process.

Even though we recognized that the needs of the second group taxed the project's limited resources, their claim to assistance was at least as compelling as that of the first group. Accordingly, award decisions were made on a case-by-case basis.

The selection committee included one faculty fellow from each of the six campuses and the staff of the central office. The central office coordinated the selection process in order to insure uniformity of applications, adherence to deadlines and general consistency. All letters of award and rejection were signed by the project director and issued from the central office. By removing internship award decisions from the six campuses and placing them before a central selection committee, the project gained an aura of legitimacy and respectability that students do not often confer on local campus programs. It helped to minimize the possibility of students lobbying for favored treatment. Moreover, students proudly referred to themselves as "Carnegie interns" and were extremely pleased that their awards had a multiple-campus character. The internships

enhanced the self-esteem of the students.

Each application folder contained a written document from the student (either a personal essay or a general statement) which explained her goals and career choice and possibly included what type of job opportunity she hoped the project could help her seek; a letter of recommendation from a faculty advisor or an employer; and a transcript of course grades or an evaluation of school work.* The transcript or evaluation was to be used to help determine a student's academic interests, a record of school attendance, or transfers from other institutions. However, the decision to request a transcript with the application gave rise to an unexpected consequence: those women with poor or average grades chose not to apply, even though grades were not to be a determining factor in the selection of interns. These students felt they could not compete against others with higher grades.

A folder on each applicant was distributed to the members of the committee who, in turn, ranked the students within the various schools. The following qualities were to be considered by the committee when evaluating candidates for internships:

1. Creativity. Is this student someone who has a special spark? Will she make a difference?
2. Self-awareness. Does she know herself and understand her potential?
3. Emotional stability. Is she emotionally stable?

*Hampshire College does not issue grades; written evaluations are placed in the student's record.

4. Reality of intended project. Is it a feasible undertaking for this student?

5. Self-motivation. Can she sustain the energy required to fulfill the demands of an internship?

6. Timing. Is this the proper stage for her to take on an internship?

7. Evaluation of her capabilities by others.

8. Viability of placement and potential supervision. Is it within our means to find a meaningful placement for her?

9. Appropriateness of proposed internship to the overall aims of the Carnegie Women and Career Options project.

Many of the above-mentioned qualities are difficult to measure objectively or to quantify. This caused a diversity of voting patterns among the members of the selection committee. In addition, several of the fellows added criteria which they personally found important. For instance, two of the fellows consistently gave high rankings to women interested in projects directly involved with social change or political action (particularly feminist action). Others voted for those students with the greatest personal hardships (for example, those who were the first females in a family to be college educated or who were welfare mothers, etc.) or for those who had already secured a job placement.

Some members of the project felt that strong evidence of commitment was necessary to assess the seriousness of a student's proposal. Accordingly, they favored students who submitted material which illustrated the development of their talents and ambitions. Other participants believed

that the internships should be used to enable students to give serious consideration to careers they once believed were beyond their reach. These individuals hoped to reach the student who was majoring in art education but privately aspired to be an architect or the nursing student who had visions of becoming a veterinarian. The backgrounds of these students would show very little evidence of a strong commitment to their indicated field of interest. However, these women may have been the very ones in need of an opportunity such as this.

Most, though not all, of the candidates were well qualified and it seemed a disservice to just reject those who did not win an award. We were also concerned about the image that would be created on the campuses if there were six or seven times as many "rejects" as there were winners at each school. Therefore, a new category was established allowing forty-seven women to receive "honorable mention," an award which did not carry a stipend. The project was not able to assume the total responsibility for the placement or supervision of these additional women but several of the students were able to locate jobs independently and acknowledged that the title considerably helped their efforts. In order to assist these and other women, the secretary-researchers and fellows designed a continuum of activities to provide useful services for the students on campus. These ventures are discussed in another section of this report.

As shown in Table V, communications was the most frequently cited field of interest by internship applicants followed closely by law, counseling and social work, and mathematics and science. Almost eighteen percent of the applicants hoped to work in radio or television, print journalism or publishing. Although many areas of law were mentioned by the students applying for positions in that field, a strong preference was indicated for public interest pursuits such as consumer affairs, prisoners' rights, environmental protection and children's and women's rights. The "helping professions," social work and counseling, attracted about fifteen percent of the applicants. However, because women are generally well represented in these professions, student applicants were required to choose a specific career area which is not commonly selected by women before being considered for an internship award.

There were some variations from the overall application pattern among the participating schools. For example, the University of Massachusetts at Amherst provided most of the women who were interested in agricultural science and almost all of the students with an interest in engineering careers were from M.I.T. Both of these institutions offer strong undergraduate programs in these respective fields. Hampshire College contributed the highest proportion of applications for internships in unique fields (e.g., cartography, typography,

TABLE V
NUMBER OF INTERNSHIP APPLICANTS
BY FIELD OF INTEREST

Field of Interest	Number of Applicants	Percent
Communications	73	(17.7)
Law	69	(16.7)
Counseling/Social Work	63	(15.2)
Science/Mathematics/Agricultural Science	58	(14.0)
Social Sciences	32	(7.7)
Medical Studies	29	(7.0)
Medicine	24 (5.8)	
Veterinary Medicine	5 (1.2)	
Business/Accounting/Advertising	27	(6.5)
Architecture/Urban Planning	18	(4.3)
Fine Arts/Museum Work	15	(3.6)
Public Sector Administration	12	(2.9)
Clergy	9	(2.2)
Engineering	8	(1.9)
TOTAL	413	(100.0)

law enforcement, cartoon drawing, diplomacy and rabbinical studies). These selections reflect Hampshire's highly individualized approach to undergraduate education.

B. Intern Placements

After the award recipients were selected, arrangements were made to secure placements for them. The proposal had outlined a plan whereby the interns would be apprentices to many of the faculty fellows or to other women faculty on their own campus. While there were a few students who did elect to work at school, most of the women preferred to be placed away from their institutions. They wanted to experience "the outside world" and were interested in fields that could more easily be explored away from the campus.

Some students had secured tentative placements at the time of their application and once the awards were announced they immediately started their internships. However, many of the women did not have any placement leads at all. They had identified their field of interest and could often narrow their choice to a particular subspecialty within that field but few had practical ideas for beginning a job search. Those students who wished to make initial inquiries and to arrange interviews without assistance from the project were encouraged to do so; those who wanted the central office to initiate first contacts had their wishes honored. Most of the award winners were interviewed at the central office and

strategies for locating placements were planned. Several students finalized the plans on their own. Most, however, did require assistance.

Many of the interns were unable to bridge the gap between the ideal work environment they had written about in their essays and the realities of the employment market. They did not know what types of jobs would enable them to learn the skills they desired to acquire. Most of these women had previously worked only in routine jobs as waitresses or sales clerks and were totally unfamiliar with business or professional work settings. When more than one placement opportunity was presented to them, they had considerable difficulty choosing between the alternatives. Accordingly, we were often asked to provide the students with comprehensive material on the nature of the work world. A student would be told about the various alternatives within her field: public sector work versus private industry; commercial television versus public broadcasting; correctional paroles versus judicial probation; clinical and group medical practice versus private practice; law collectives versus "downtown" firms.

Many potential placements refused to accept an intern. The most frequently offered reasons were that the process would be too time-consuming--supervisors would be distracted from more important duties in order to work with the students; that an office was not set up for part-time help of any type

and could not accommodate the interns' schedules; and that they had no need for someone without skills and could not invest the time required to train an intern.

We did reach a number of supervisors, women and men who maintained that it was the professional community's duty to help students, and they were extremely helpful in structuring an interesting program for the interns. Although people in this category were not grouped in any particular field, organizations which traditionally function with a high degree of volunteer labor were particularly receptive to interns. For instance, lobbying groups, politicians' offices or environmental groups were pleased to accept a talented person they would not have to put on salary. Also, scientists working in laboratories were often eager for an extra assistant.

The length of time required to finalize a placement varied considerably. On average, for every four potential placements contacted, one internship was ultimately arranged. Approximately twenty percent of the students were able to secure a position within a week, while another thirty percent of the students succeeded in arranging a job placement within three weeks.

For the remaining half of the women, however, a month or longer was required to obtain a placement. These women were often discouraged by the long delays and their confidence

faltered. In some cases, the period of delay extended into the student's internship semester and reduced the number of weeks which the student could work.

Since there were only eighty internships (Table VI) and the fields of interest varied considerably, it was difficult to maintain an extensive network of potential contacts. We were not able to use many of our leads more than once. Just as the program was winding down, some of our placement contacts were again able to absorb new interns.*

Usually twice during a semester the central office held a social gathering for the interns. All the women currently working as well as those who had already completed their apprenticeships and the secretary-researchers from each campus were invited to attend the meetings. Many students did not know the other women from their campus and they were anxious to become acquainted with the group. Usually some of the students presented short talks about their work, sharing impressions and ideas with the others. A sense of comradeship grew among the participants and they requested future meetings. One had the sense that many of these women were pleased at the opportunity to discover a cadre of fellow students who were interested in pursuing careers and welcomed the chance to explore their thoughts together.

*See Appendix IV for a list of interns and placements accompanied by a brief description of each intern's experiences.

TABLE VI
NUMBER OF INTERNSHIP PLACEMENTS
BY PROFESSIONAL FIELD

Professional Field	Number of Placements	Percent
Science/Mathematics/Agriculture Science	18	(22.3)
Law	17	(21.3)
Communications	11	(13.8)
Architecture/Urban Planning	8	(10.0)
Public Sector Administration	6	(7.5)
Medicine/Veterinary Medicine	6	(7.5)
Engineering	4	(5.0)
Other Arbitration; Cartography; Corrections; Cartoonist; Economics; History; Sculpture; Sociology; Typography; Underwater Archeology.	10	(12.5)
TOTAL	80	(100.0)

The internships were intended to offer the students more than a conventional work experience. We wanted the student to be in a continual learning situation, to be exposed to many facets of her intended profession and to gain an overview of the work which was being performed in her employment environment. Thus, the supervisor played an integral role in constructing a schedule that would allow the intern to interact with a wide range of personnel or tasks. A certain degree of flexibility was required on the part of both the intern and the supervisor in order to accommodate their potentially conflicting needs.

Because few of the placements had previous experience with interns, the early weeks of the internships were often periods of adjustment and uncertainty. However, of the interns who felt they would need special on-the-job training in order to fulfill their responsibilities, almost eighty percent said they received the necessary preparation. Over time, most of the interns reported that they gained confidence and felt more secure about their abilities. One intern reported that:

Of the entire experience, what was most important to me was not the reports I wrote and the reading I did, but the listening and talking that I did. I am not now, for example, nervous about interviews; I can write a resume, I know where to look for jobs and I know how to apply for them without being shy. I am not a stranger to the publishing business. I know, when I

have the job, that I can work well.
I am comfortable and confident in expressing my opinions. I've realized that I do have something to contribute to an established publishing house, even at the naive age of twenty.

The project had considerably more control over the selection of interns than it had over the selection of job supervisors. There were many cases where the student could not choose with whom she was to work. If a particular work experience was attractive, the student often selected it regardless of who would be her supervisor. In large organizations, the supervisor was usually assigned after the intern was hired.

This lack of control over the selection of supervisors caused occasional problems. Some individuals showed only a negligible interest in working with the interns, initially offering them little advice or counsel. A few began by delegating mundane office tasks (filing, typing, answering the telephone) to the women, exhibiting little understanding of the program's objectives. Nevertheless, by the end of their internships almost all of the women had favorable reactions to their experiences. Over sixty percent kept in some type of contact with their placement or supervisor after their work ended, and over one-third were offered subsequent employment, either for a summer or part time during the following school year. About half of the students received career guidance from their supervisors. Although most

received encouragement to continue their education on the graduate level, some students explored the advantages of going to work after they graduated from college. In speaking of her supervisor, one student said that:

She has been the only person who has talked about the possibility of working after I graduate--this is something [my school] advisors refuse to talk about... In addition, like many other schools, [my school] is professionally but not occupationally oriented, and the students have adopted this learning also. Therefore, when one mentions one might not want to go on to grad school, it is immediately assumed that one has made that decision out of a failure to be accepted. Taking a job after graduation is generally viewed as a failure. Happily, I am more comfortable with considering that option...

Before beginning their work, about one-third of the students mentioned a specific preference for a woman supervisor (none specifically requested a male). About one-fourth ultimately worked with women; a little more than half were supervised by men. The remaining students had both a male and female supervisor.

There were few reports by the interns of any type of sex discrimination on the part of the supervisors. Only two or three women specifically mentioned that they believed certain tasks were delegated to them because they were female. Almost all the students felt they were well treated on the job.

Although it was not a requirement of the internship, the central office made every effort to encourage students to seek out a faculty member who would agree to oversee the student's

internship work. It was hoped that the faculty advisors would observe the student's progress during the internship and help her to integrate her work experience with available academic opportunities. We wished to enrich the student's academic life by demonstrating its relevance to the world of work and to help in overcoming the often perceived isolation of the classroom experience.

Fewer than half of the interns, however, were able to establish such a relationship with a faculty member. In many instances, students simply did not know an appropriate faculty member who might agree to undertake this responsibility. Because students usually regard faculty members as specialists who will work only with students whose interests are in the same field, they were reluctant to approach their current faculty advisors if their internships were in different professional areas. Often, faculty members confirmed these perceptions by hesitating to assist students whose internships were in fields other than their own. Other faculty, accustomed to more "routine" kinds of academic counseling, were unwilling to devote the additional time which might be required to work with the interns. Of course, few faculty members were available to assist those students who were doing their internships during the summer months. The only campus contact which most students had in connection with their internships was with the secretary-researchers. Although the lack of sufficient numbers of faculty advisors

was not an obstacle to the success of the internship program, the advisors might have countered the growing breach, observed by some interns, between the academic and career worlds.

Faculty advisors could have also played a constructive role in assisting students to obtain academic credits for their field work. Although we did not interfere with the internal policy on any of the campuses regarding the granting of academic credit for field work experience, we did encourage all interns to investigate the existing possibilities available to them. Almost all the interns felt strongly that credit should be given for their work. This was a key factor in the selection of the particular semester they chose to apply for a grant. For example, at some campuses, where credit was extremely difficult to obtain, students would be compelled to carry a full load of courses together with the responsibilities of an internship. These women did not feel they could satisfactorily complete both tasks during the academic year and elected to apply for internship work in the summer or to take a leave of absence for one semester.

The success of the interns in obtaining academic credit varied widely between institutions, departments or schools within those institutions and was also dependent upon the initiative of the individual intern. In total, over one-third of the eligible interns were awarded some academic credit for their work.

Credit for their work was just one means of linking the students' jobs and the campuses; another link was through the faculty advisors. The project attempted to increase the students' awareness of opportunities outside the school without negating the importance of the educational institution. It was meant to complement academic studies with work experiences.

V.
OVERVIEW

A. Faculty Fellows

In spite of the considerable support for the project which was expressed by administrators and female faculty during the course of the feasibility study, there was a disappointing lack of enthusiasm among female faculty when fellowship applications were actually solicited. Although the project hoped to draw most of its fellows from the ranks of senior and middle-level faculty women, it was soon apparent that an insufficient number of these women could be recruited. Even when the search was broadened to include all female faculty, the number of applicants was barely sufficient to fill the total number of available fellowship positions.

It was clear that the project's inability to attract large numbers of applicants was not due to any lack of support for the project's aims and purposes. On the contrary, conversations with female faculty on all of the participating campuses elicited a virtually unanimous sentiment that women in higher education, both faculty and students, do not share equally in the resources and opportunities which are available to men. Both junior and senior faculty women complained, often bitterly, about systematic discriminatory practices which have prevented them from increasing their numbers among

tenured faculty and assuming a more prominent position in influencing institutional and departmental policy.

The reluctance of many faculty members to play an active role in the project can be attributed, in part, to the very conditions which underlay their only passive support for the project's goals. For example, because of the relatively small number of women in teaching positions, many individuals felt that their greatest contribution could be made by remaining in the classroom where they could provide students with visible role models. Similarly, senior women who were devoting a large proportion of their time to committee work were understandably reluctant to dilute further the already inadequate influence of female faculty in their institutions' decision-making processes. Most important, particularly to junior-level women, was the fear that association with the project could jeopardize their academic careers. Whether or not warranted, some women were convinced that any public identification with the "women's movement" would diminish their stature in the eyes of their male colleagues and would have a negative impact on their professional futures. In a number of instances, prospective fellows were warned by department chairpersons and college administrators that participation in the project could possibly weaken their prospects for tenure by diverting them from more valuable teaching or research pursuits.

The women who did join the project as fellows represented

a mix of tenured women who were well established in their disciplines and enjoyed job security, untenured women whose academic departments reacted favorably to their acceptance of the fellowships and a few women who were willing to risk the possibility of adverse consequences in order to advance the interests of women. Women in this last group were particularly hard-pressed to justify their participation in the project. One described the reaction of her department as follows:

A few colleagues congratulated me on the fellowship. My chairman found it difficult to see why I wanted to do it(!); and he thought it was "irrelevant" in terms of relationships with the institution or colleagues.

Another fellow's comments illustrate the possible repercussions which were faced by women who reduced their departmental activities in favor of their fellowship responsibilities:

My own department has not been overwhelmingly positive about the fellowship. On my annual review, the department personnel committee wrote "The reason [she] was not more active in departmental activities was due to a Carnegie Fellowship." --It might be read that I did not perform department housekeeping duties because I was spending time on a relatively unimportant activity, Women and Career Options. Needless to say, I pointed this out along with the logic of the fellowship in my own career and specific research and scholarly focus. It was changed. But it points out the need for reeducation of faculty members in departments as you take on the institution...

Although the fellows were representative of the most highly motivated and committed women faculty on the various campuses, the competing claims on their time were sometimes extensive and took an inevitable toll on their fellowship efforts. Notwithstanding their release from one-half of their teaching duties, very few of the fellows were able to marshal sufficient time to meet the formidable demands of the fellowship program. As a practical matter, most of the fellows did not even have a full fifty percent of their work week available to them. In noting the continuing pressure to attend to departmental matters, one fellow observed that "my colleagues don't seem to remember I'm on half-time." Another fellow confirmed the difficulties of finding enough time to satisfy her obligations:

It would have been more useful to be off full-time. I cannot really drop enough things I am already committed to in the department to release half of my time, so I am working much more than two half-time commitments. I certainly do not have enough time to talk to other fellows or any of the off-campus connections I would have liked to make.

Virtually every fellow was affected by similar constraints on her time and this problem impinged upon each facet of the fellowship program.

The fellows program was built around four principal areas of responsibility: advising and counseling female undergraduates who were interested in pursuing nontraditional professional careers; designing and implementing research or

action projects which would contribute to the enhancement of the collegiate environment for women; overseeing the collection of various institutional data; and meeting with other fellows to explore the issues confronting women in higher education. In retrospect, it is fair to conclude that the project was only partially successful in meeting these objectives. While each of the fellowship requirements represented a valid response to an existing need, it became apparent that the project's expectations exceeded the capacity of most of the fellows to meet them. Confronted with the many-dimensional problems of women in higher education, the project probably attempted to accomplish more than could reasonably have been expected.

With but a few exceptions, the faculty fellows were not able to provide a significant amount of counseling assistance to the undergraduate women who came to the campus offices at the various institutions. Most of the fellows were already overburdened by the usual counseling demands associated with their teaching. They showed little interest in extending this area of their work in connection with the fellowship program. Moreover, the wide-ranging needs of these students went well beyond the more familiar ground which is covered by conventional academic counseling. Few fellows felt that they had sufficient knowledge of professional career opportunities to assist the students properly in planning careers or

to provide the supportive personal counseling which many students sought.

Although the project's efforts to establish a large number of one-to-one relationships between the faculty fellows and the internship applicants did not succeed fully, some fellows were available to meet with students. Much more interchange occurred, however, between the students and the secretary-researchers.

The faculty had also been asked to design and conduct projects which were directed toward the improvement of the college environment for women. These projects, which could have been research or action oriented, were intended to provide the fellows with an opportunity to examine closely some area of college life and to assess its impact on women or to implement a program which would seek to meet an existing need. These projects were to have been completed within the one semester term of the fellowships.

Although the fellows approached this area of their program with considerable eagerness, several factors inhibited its success. This was particularly true in the case of those who chose to conduct research, rather than action, projects. First, the research designs submitted were often too broad and too ambitious to be completed in a reasonable period of time, if at all. Efforts to reduce the scope of the proposed research were made by many of the fellows but the

time required to reduce these projects to manageable proportions cut deeply into the fellowship term and created additional time constraints. Second, some of the research designs contained components which required financial support from the project. Unfortunately, the project was not able to provide such funding and the research had to be amended accordingly. Third, fellows without previous experience in empirical research had a difficult time initiating their research projects; several never got beyond the planning stage.

In spite of these difficulties, however, quite a few interesting research projects were completed by the fellows. In other cases, fellows who began their research during their fellowship terms are continuing their work. Others have reported that their initial efforts, however unproductive, have helped them to redefine their research interests and objectives and to seek new opportunities to conduct women-related studies.

In contrast to the research projects, a high proportion of the action projects were completed by the fellows during their fellowship terms. In general, these projects were sufficiently limited in their scope to permit their completion within the time which was available to the fellows. Moreover, the secretary-researchers were able to provide the fellows with the administrative assistance which was necessary to release them from much of the time-consuming

detail work involved.

Aimed primarily at filling the gaps between the services which are currently available to undergraduate women considering nontraditional careers, these faculty projects brought a variety of informative and supportive programs to the participating institutions. In general, these programs were very well received by women undergraduates.

It was intended that the faculty fellows would oversee the collection of descriptive data on their own campuses relating to the distribution, organization and accessibility of institutional resources. These data were to be analyzed by the project staff as part of its own broad investigation of the impact of the campus environment on the career development of undergraduate women.

Most women faculty, particularly junior members, know very little about the administration and operation of their institutions and are not usually familiar with the services and activities which are available to undergraduates. Participation in the data collection appeared to be a promising way to familiarize female faculty with the administrative structure of their institutions and to increase their knowledge of the services which are (or are not) available to male and female students.

Most faculty fellows, however, found the gathering of this information to be time-consuming and uninteresting. A substantial amount of "leg work" was required to identify

the appropriate sources for the variety of information that was being solicited and a great deal of persistence was necessary to ensure that the information, once promised, was actually being assembled and forwarded to them. Most fellows had very little patience with the slow pace of the process and tended to place the responsibility for this work on the secretary-researchers. Because the fellows were not involved in analyzing the collected material, they viewed their task as unimportant, not worthy of their limited time. Whatever its benefits as a learning experience, this exercise was not sufficiently attractive to hold the interest of most fellows.

For those fellows who were not discouraged, the effort did provide rewards:

This experience has been a fascinating and eye-opening one for me. It has given me new insight into the life of women on an American campus--I do not imagine that in this respect [my school]--despite what I consider its very particular problem of decentralization--is all that atypical. It has also taught me a good deal about the logistical and political problems of organizing, for I had never really grasped the disparate nature of the various sectors of the university community before. Consequently, I now feel closer to the various structural and administrative processes of the university and I think this will enable me to be a more effective member of the community, especially a more effective woman member.

Another fellow, after noting the "tensions and problems" that were created when she attempted to procure certain data from her university stated that

...I gained an overall perspective on the university that I could not have gained otherwise--especially as a junior faculty member. My skills in assessing organization and power sources increased markedly. My knowledge of educational environments and their subsequent effects on women faculty and students have become central to my thinking....One critical change for me is a general reassessment of my career direction--administration is looking attractive. The Carnegie shot-in-the-arm has provoked more specific consideration of this option.

The fourth area of the fellows' work was aimed at creating a "critical mass" of concerned women who could, through their joint endeavors, exert a positive influence upon their institutions in matters affecting the status of women. This aspect of the fellowship program was, therefore, designed to provide faculty fellows with a vehicle for meeting one another and as a possible stimulus for collective action.

As a means for engendering joint proposals or other undertakings likely to contribute to the advancement of women in higher education, this area of the fellowship program cannot be regarded as a complete success. In terms of the fellows' personal growth and broadened perspective, however, the program did have some impact.

From the beginning, it was clear that logistical

problems would prevent the scheduling of frequent meetings. The considerable distances between some of the campuses and the fellows' diverse academic commitments made it extremely difficult to arrange mutually convenient times to meet. In the project's two years, only ten such meetings could be held (fewer than three per semester) and even those could not be attended by all the current fellows. Considering the fact that most fellows served for only one semester, there was little opportunity to develop long-range plans. Although former fellows were also invited to the meetings, very few were able to attend after resuming their full teaching responsibilities. Consequently, there was little carryover from one semester to the next. Each new group of fellows required a new period of "ice breaking" before it could proceed efficiently, thereby further reducing the already inadequate amount of time available to them.

During 1973-74, most of the meetings dealt with formulation of policy guidelines for the project and with procedures and criteria for the selection of interns. In discussing these issues, most fellows tended to argue from the standpoint of their own institutions, exhibiting little understanding of conditions on the other participating campuses. In the course of the semester, the fellows did begin to focus on the shared frustration of women faculty members, regardless of rank or institution, and to recognize the community of

interests that bound them together. These meetings provided the first opportunity for many of the fellows to join with other faculty women to share their experiences, to voice their frustrations and to overcome the feelings of isolation which are so common to women faculty:

My association with the fellows helped me to see my own institutional problems and assets with a new perspective and served to make me more devoted to my own, though respecting the others. Also, just getting to know other successful academic women was a unique experience; there is only one other tenured woman in my department, so that being associated with many others in the Carnegie project, in various fields, was of great personal benefit to me. It was also an interesting experience to see how a good leader works with people of strong and various points of view; the group dynamics was fascinating to observe.

Despite the fellowship program's failure to achieve each of its goals fully, there is little doubt that it had a positive impact on the participating faculty women and that it represented an important step in the integration of women faculty in a coordinated effort to rectify sexual inequalities in higher education. Although most female faculty members are aware of their second-class status in the university community, their separation from the decision-making processes and the highly compartmentalized nature of university structures make effective concerted action very difficult. The fellowships provided a vehicle which permitted women faculty, for the first time in many instances, to join with other women in a systematic examination of their work environment.

The availability of funded fellowships was a persuasive factor in overcoming the reluctance of many women to participate. In addition to gaining the cooperation of department heads in releasing fellowship recipients from a portion of their teaching responsibilities, the fellowships made it possible for the women to insulate themselves, at least in part, from continuing institutional demands on their time:

I believe that having the fellowship is important to me because I have set time aside that belongs to "the Carnegie project," i.e., time aside for me to work on a problem I care about.

Untenured women are particularly vulnerable to pressures to assume additional departmental duties. Without the fellowship arrangement, which formally allocated a segment of the fellows' time for their work on women's concerns, these pressures would have been far more difficult to withstand.

In the same vein, the limited approval which the project received at the various institutions was greatly enhanced by its identification with the prestigious Carnegie Corporation. The fellowships conferred a respectability on the efforts of the women faculty which enabled them to engage in activities which are not conventionally acceptable. Many of the women stated that the fellowships helped them to overcome their reluctance to venture beyond their departments or to address themselves to areas outside of their own academic disciplines. The following remarks are typical:

My role as a Carnegie Fellow has very much increased my activity across campus... I felt legitimized by the office to call interdepartmental meetings of both students and faculty (women), to become involved with pre-med women and their advising system (out of which, interestingly enough, will come a Ph.D. thesis on women in pre-med by a student at Harvard with whom I've been consulting) and to generally try to lead and organize activities enhancing the undergraduate experience for women without concern that I was stepping out of departmental boundaries in an inappropriate way.

Another fellow, after referring to her heightened awareness of the problems of female undergraduates, stated:

I feel freer to discuss these [problems] with other faculty members, both male and female, since the fellowship makes it a legitimate academic concern as opposed to a personal "hang-up" to which these issues often get ascribed.

One of the primary benefits of the fellowship program was to characterize the fellows' women-oriented activities in terms which were not objectionable to male faculty members and administrators. It allowed the fellows to engage in campus-wide feminist pursuits with less risk of negative reaction and of the attendant dangers to their careers. Through the project, the fellows (particularly junior faculty members) were able to acquaint themselves with many segments of their institutions in a relatively short period of time. They were able to gain a unique view of campus life and its impact on women. In the course of their work, matters relating to women were frequently brought to

their attention by colleagues whom they had not previously known. As one fellow noted:

My own increased visibility on campus has resulted in many students and faculty coming to me with ideas and problems which they have concerning women, which before would have remained unmentioned for lack of expressed official interest. This gives me an opportunity to discuss with them, suggest a course of action, or simply encourage their endeavors. The overall result has been an increase in credibility for both concerns about women and my own role as a spokesperson for these issues. I guess a personal summary would emphasize increased strength and sense of direction as a direct consequence of the fellowship experience.

The fellows, as lightning rods for issues of concern to women on their campuses, began to interact with other women in a new and positive fashion. They became sounding boards for complaints about the treatment of women in higher education and unofficial organizers of support for the advancement of women's interests. In the process, they learned a great deal about the administrative structures of their institutions and the ways in which decisions are made. The fellows soon became aware of the difficulties involved in changing deeply ingrained attitudes even on an incremental basis:

I guess the greatest frustration with the work has been the slow and one-by-one process which it entails. I had visions of bringing everyone around immediately to the new ideas I was getting about women and work, and I found that we had to go slowly to begin to get women future-oriented and thinking about what will face them when they leave here.

Most of the faculty fellows saw their association with

the Women and Career Options project as providing substantial personal rewards while also improving the position of women at their institutions. In summarizing their experience, the three fellows who are quoted below reflect the views of a large number of faculty members who participated in the project:

[my work with the project enriched my] relations with colleagues...and helped to generate programs of significant benefit to the students and [the school] at large. I can't think of a single negative feature in terms of relations with faculty, students and administrative personnel..., except possibly for some hassles connected with the applications for internships... I also learned that women faculty members at the various institutions could learn a lot from each other and the Carnegie program was important in catalyzing this interaction which I hope will continue in the future.

My role as a Carnegie fellow enhanced my position and I think that of other women at our institution; the Carnegie grant was looked upon as a great coup and the fact that it was to and for women was publicly noted not only by our woman vice chancellor but by the president of the university. I believe it contributed to my recent recommendation for promotion to full professorship by my department and that it will help assure approval of that recommendation through channels.

My association with the Women and Career Options program has strengthened and deepened my commitment to facilitating the career development of other women. It has provided an opportunity for me to associate with faculty and administrators throughout the university...It is my impression that my fellowship has enhanced my status within the department...In sum, my experience as a Carnegie fellow...has been most rewarding.

In reviewing the two-year term of the faculty fellows

program, a final observation seems appropriate. Women faculty at the participating institutions are in accord that the general climate at their schools remains less than favorable to the interests of women and that efforts to improve the status of women in higher education are vitally needed. Attempts to involve women faculty in such efforts must, however, be mindful of the multiple demands for the time of these faculty persons. In order not to dilute their limited presence in the classroom nor their numbers on vital university committees, new endeavors should be designed around a realistic assessment of the faculty women's energy resources. Equally important is the need for greater appreciation and support of these endeavors by the university community. Only with the cooperation and encouragement of administrators and colleagues can faculty women participate in women-oriented activities without jeopardizing their professional careers.

B. Campus Offices

A project office was established at five of the six participating institutions. These campus offices, each staffed by a female, were designed to provide secretarial and administrative support services to the faculty fellows in connection with their fellowship duties and to oversee the internship application process. At the project's inception, neither the secretary-researchers nor the campus offices were envisioned as playing an important independent role in the Women and

Career Options project. However, as the program developed, the campus offices began to assume a greater range of responsibilities and, before very long, emerged as one of the project's most successful components.

The enlargement of the role of the campus offices was stimulated by several factors. First, the faculty fellows' difficulty in allocating sufficient time to meet all of their fellowship responsibilities created voids which were ultimately filled by the secretary-researchers. When it became evident that most fellows would be unavailable to oversee the collection of research data relating to their campus environments, this task was absorbed by the secretary-researchers. Similarly, inasmuch as the faculty fellows were not generally available to meet with the undergraduate women who came to the offices, the secretary-researchers assumed the responsibility for obtaining or providing the services which these women required.

Second, the number of women students who came to the campus offices and the range of their needs far exceeded the project's early expectations. During the two-year life of the project, close to 2500 women visited the five campus offices. These women approached the project for a variety

of reasons; they all came seeking some form of assistance which could not be ignored.

Third, the secretary-researchers were recent college graduates and could relate easily to the problems of women students. Unlike the faculty fellows who were often restricted by the competing demands on their time, the secretary-researchers were able to focus most of their attention on student-related matters. They seemed to welcome the opportunity to promote the student service functions of the campus offices and in so doing, began to build the capacity of these offices to serve as general resource centers for women students.

Of the nearly 2500 student visitors to the campus offices, most came in connection with the internship awards. Some of these women were already giving serious consideration to pursuing careers in specific professions; some were eager to learn more about the career world in general. At the very least, these women were prepared to take some kind of positive action to further their career interests or to learn more about the career alternatives that were open to them. It was these women whom the project was originally designed to serve by offering them practical work experience in a variety of professional work settings.

A large proportion of the student visitors, however, came to the campus offices without any apparent intention of applying for an internship award. Many stated that their

visits were motivated by curiosity and that they came merely to find out what services the offices provided. Others approached the staff with very tentative general questions concerning the employment outlook for women. These women often lingered in the offices, browsing through the available printed material or chatting with the staff and other visitors. Many made several visits to the offices before approaching the secretary-researchers with specific questions. Unlike the first group, these women were not able to immediately define or articulate their needs. Although they were dissatisfied with their post-college prospects, they were not yet prepared to discuss their own career interests. Rather than neglecting these women, the project sought, wherever possible, to draw them into efforts to reflect constructively upon their plans for the future.

In spite of the fact that many of the participating institutions already had a variety of student support services, none of these fully responded to the needs of women with inchoate career interests or those who had difficulty formulating any post-graduate plans. What drew so many of these students to the campus Women and Career Options offices was their specific focus on women. While these students did not

always equate their general anxieties with problems in choosing a career, they were aware that their apprehension was related to unresolved questions concerning their status as women. For these students, the foremost dilemma was not which career to choose but whether the career world presented any viable options for them as women. Because the project treated career issues within the larger context of the women's personal growth, it appealed to students who could not relate their concerns to the narrower orientation of vocational or psychological counseling.

The campus offices had a number of other characteristics that attracted these women. For one thing, the campus offices were easy to approach. No appointments were required and women students were welcomed even if they did not state a specific reason for coming. Another important factor in encouraging students to visit and utilize the facilities of the campus offices was that they were staffed by young women. The reduced social distance between the secretary-researchers and the students and their shared experiences as women seemed to engender an ease of communication. In the relaxed atmosphere of the offices, students could freely discuss any areas which were of concern to them. A surprisingly large number of students also stated that they were reluctant to seek the assistance of university counseling services out of fear that a permanent record would result which could be prejudicial to them at some later time. It appears that the project's structural independence and informality (no record

was kept of conversations with students) was another appealing feature of the project.

It was the project's overriding purpose to help women students to examine their post-graduate options more clearly than ever before and to promote a greater understanding of the opportunities for women to pursue nontraditional careers. As their interests were aroused, students began framing more specific questions concerning their own prospects for entering the career world. These concerns tended to fall within four general areas:

1. The possibility of balancing the seemingly incompatible demands of a career and those of marriage and family life. Although many of these women were unwilling to forego the eventual satisfactions of marriage and childbearing, they wondered whether they were depriving themselves by not also developing their potential to participate in the work world in meaningful and personally rewarding ways.

2. The preparation required to enter various career areas and the financial cost of such preparation. Many families are more willing to provide financial assistance to further the career aspirations of male children than they are to help their daughters, particularly when the latter are not considering one of the traditional female professions (e.g., teaching or nursing). How can one realistically plan a career in the face of anticipated family objections?

3. The generally pervasive belief that they would not receive a fair opportunity to establish themselves within their chosen profession whatever their qualifications might be. Many of the women were doubtful that they could penetrate the male-dominated professions. Even the more optimistic women questioned whether the possibility of ultimate success would be worth the personal costs.

4. A marked lack of self-confidence. Students with distinguished academic records expressed doubts that they could manage the responsibilities of a profession or that they could compete successfully in the work world.

The project, of course, was not equipped to provide all of the attention and support that was needed by these hundreds of women. Yet, in spite of the project's limited staff and facilities, it was possible to provide many of the women with a foundation for considering career alternatives. Women who manifested any interest in learning more about professional careers were encouraged to study the extensive literature about the work world that was available at the campus offices. The secretary-researchers were also able to direct the women to other reference material as their interests became more specific. Of great importance was the project's role as a referral service. Students were put in contact with faculty members and working professionals (many of whom were women) so that they could have direct

access to individuals with practical experience in their fields of interest. Because of their growing familiarity with student service networks on the various campuses, the secretary-researchers could make appropriate referrals as the specific needs of the students were identified. Students who could benefit from the assistance of on-campus services were encouraged to use them. The secretary-researchers' excellent relationships with college counseling personnel permitted them to act as intermediaries for the students, arranging appointments and providing brief introductions.

Women were able to meet others at the campus offices who were also in the process of exploring their career options. These meetings provided a very valuable opportunity for students to talk openly about their hopes and fears with women who shared many of their problems. Students were able to articulate certain feelings for the first time as they approached new levels of self-awareness. They could take comfort in the knowledge that others were similarly perplexed.

In addition to serving individual students, the campus offices played an important role in generating programs which were aimed at women undergraduates at large. These activities, some of which were conducted in collaboration with other campus groups, sought to make students more conscious of their career potential and to expose them to women who have succeeded in a variety of professional careers. By participating in the organization of career fairs,

pre-professional societies, assertive training workshops and the like, the project was able to reach many women whose interests were not being developed by existing services. Some of these activities were so successful that they have become permanent fixtures at several of the institutions. Also, in seeking assistance with the projects, many administrators, staff and faculty as well as outside professionals came forward to lend their aid. Although these individuals supported the efforts of women to gain broader access to nontraditional professional fields, this was the first opportunity for many of them to make an active public contribution in furtherance of that goal.

Finally, the campus offices became instrumental in representing the interests of women to university administrators and staff. Their extensive involvement with a cross-section of student service resources and their independent status allowed them to make candid and knowledgeable suggestions concerning the unmet needs of women students without fear of negative repercussions. During the project's second year, a number of administrators contacted the campus offices for information and recommendations regarding issues of importance to women.

The experience of the campus offices demonstrates the need for some type of facility which is committed to developing the career potential of undergraduate women. It can no longer be argued that conventional career guidance and placement offices are fully responsive to the array of

special circumstances which have always retarded the career aspirations of women.

C. Internships

The internship program was devised as a means to encourage and assist women undergraduates to consider careers in fields which are not usually chosen by women (fields in which women currently comprise less than fifty percent of the work force). Eighty internships, each carrying a stipend of \$750.00, were established to enable the recipients to hold jobs (part-time during the academic year or full-time during the summer) in a professional work setting. Only jobs which would allow the intern to participate in substantive professional work were acceptable to the project.

The internships served several functions. They presented an opportunity for undergraduate women to clarify their career objectives by interacting with professionals in an actual work environment. These women would have a unique opportunity to test their preconceptions against the realities of professional work and to measure their own potential capabilities against the demands of a particular profession. Their work experience would also place their academic life in a new context, providing a better foundation for selecting an appropriate curriculum.

There were 413 applicants for internships. Many more inquired about the internships but did not submit

applications. The fact that the application contained a request for a personal essay or a letter of recommendation was sufficient to deter some women from applying; they terminated their inquiries about the internships as soon as they learned that the awards would be made on a competitive basis. Although no more than one-third of the 413 applicants were drawn from the group of "passive" women who were discussed earlier, almost all of the applicants displayed a fear of competition and a lack of perseverance to some extent. The project found it necessary to provide a considerable amount of personal support and encouragement to the women during the application periods. Despite their uniformly high intelligence and sound scholastic abilities they, like so many women, were beset by unreasonable expectations of failure if they attempted to assert themselves in male-dominated career areas. The efforts to sustain these women as they edged toward greater self-confidence was the project's greatest challenge.

Throughout the application process, the secretary-researchers were available to assist the students in any way they could. Advice was given on how to obtain a recommendation, to prepare a personal essay or to secure information that would help them select a professional area for their

internships. Of course, the more highly motivated and independent applicants had less difficulty preparing their applications than did the other women. At least three-quarters of the students had settled upon a preferred career area before they began the application process.

The selection of internship award winners was extremely difficult. The bulk of applicants had grade averages of "B" or higher and few would not have received substantial benefit from an internship. Basically, the differences among the members of the selection committee centered on which class of applicants would be best served by the awards. In one group were women who were well advanced in defining their career goals and would require relatively little assistance from the project in finding suitable placements. The internships would provide them with valuable opportunities to confirm their career interests and would bolster their resolve to enter the career world. The other group consisted of women whose professional aspirations emerged through their association with the campus offices. Their willingness to pursue the internships actively represented a significant step in their personal growth. However, their continuing need for support placed a heavy burden on the project's small staff and their prospects of completing a successful internship were not certain. While no formal

policy decision was made on this issue, the internship awards were proportionately distributed. Having fostered and nurtured the development of positive attitudes toward their career potential, the project could not turn its back on these women at this critical juncture.

It was, of course, inevitable that the majority of applicants would not receive awards. In order to acknowledge the generally high quality of the applicants, an additional forty-seven honorary (unfunded) awards were made. It should also be noted that participation in the application process was itself an important learning experience for many women.

Following the selection of the interns, the project endeavored to prepare the recipients for their entry into the job market. Few, if any, of the interns had any prior exposure to the day-to-day routines of professional work or to the component elements of organizations which employ professional personnel. Having defined their career interests in general terms, it was still necessary to relate those interests to the specific needs of a variety of potential employers. For example, students with an interest in law now had to examine the disparate professional opportunities for lawyers and to narrow their focus accordingly. Moreover, they had to identify prospective employers whose needs were consistent with their preferences.

Some of the interns were successful in

locating employers and obtaining positions with no help from the project. The majority, however, required some assistance. To help the students to understand the kinds of work options which were available in the different professions, the project staff developed a list of working professionals who were willing to counsel the interns even though they were not able to employ them. These individuals made themselves available to the interns to answer their questions about career opportunities and to provide them with leads for securing placements. These men and women performed an invaluable service for the interns, giving them information and advice which they could not obtain elsewhere.

The project staff met frequently with those interns who were having difficulty in arranging placements for themselves. In addition to making inquiries in order to find positions for the interns, the staff advised them concerning the preparation of resumes, the appropriate dress and conduct at interviews and other matters relating to finding and keeping a job. Some interns required constant reassurance that they were proceeding properly.

Non-profit organizations with a public services orientation were a major source of internship placements. These groups frequently utilize volunteers and were generally receptive to the use of student interns. Although a large number of interns were placed in private industry, many

business establishments were reluctant to take on an inexperienced, part-time employee. The fact that the internships were accompanied by a stipend proved to be an important factor in inducing a number of employers to accept an intern on the theory that a paid employee could be held to a higher standard of performance than could a volunteer. In spite of some difficulties, each of the eighty interns received a satisfactory placement.

From the standpoint of both employers and student interns, the program was highly successful. The most serious problems that the students encountered were in making the transition from academic life to the responsibilities of employment. A few interns found it difficult to maintain the working hours that were scheduled for them. Several other interns were initially uneasy in the company of older, more experienced co-workers. Still others were uncomfortable because they were not receiving as much instructive comment on their work as they expected. Most important, almost all of the interns were engaged in a serious interdependent work effort for the first time in their lives. Co-workers and supervisors relied on them to complete their work on time. Their failure to perform tasks properly not only inconvenienced others but affected the quality of their joint work product. These new responsibilities created some anxieties for the interns but most adjusted to them without significant difficulties. Reaction from the interns' supervisors was

almost unanimously favorable. Also, notwithstanding an early concern about working for or with males, few of the interns reported incidents of sex discrimination or indicated that they had been the objects of any untoward behavior.

The internships gave the women students their first opportunity to test themselves in the "real world." For most, it was a great boost to their morale and self-confidence. Interns discovered that they had personal qualities they had not previously recognized. One intern expressed surprise to discover that "I am eager and determined and, above all, I am not shy." Another intern commented that:

I have gained exposure to fields I never would have seen before and have gained self-confidence in my abilities to do things and do them right.

Others found that internships helped them to confirm their former career intentions or inspired them to pursue new directions:

My summer was not a learning experience in the sense of learning to be a doctor. I did learn, however, that I wanted to be a doctor.

The internship has helped me in many ways other than just to define my career objective, although it did help me do that also. I know that I have grown a great deal as a person and have come to a far greater understanding of public institutions. I have decided to pursue a doctoral degree in Public Policy with an emphasis on education.

Several women voiced a concern about their growing alienation

toward traditional classroom education and downgraded the value of their academic experience:

I have become a very fervent advocate of practical experience. "You'll learn more here in one week," another editorial assistant told me, "than I did in the 'Publishing Procedures' course I took."

The internship program's inability to relate the work experience of some students to the academic side of their lives was the only significant weakness in an otherwise highly successful effort.

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APPENDIX I

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APPENDIX I

VIDEOTAPED INTERVIEWS: WOMEN IN THE ARTS

1. Rebecca Lawrence, Associate Producer for Television for the Museum of Fine Arts in Boston

10 minutes

This interview is the result of spending a day with Rebecca as she travels to the WGBH-TV studios to tape an audio mix; direct the taping in the studio; and edit slides at the museum for a television production. It is a careful study of what it is like to be involved in production work as well as discussion of how she became involved in her particular career. Her programs have been broadcast on P.B.S. networks nationwide. The "Eye to Eye" series are among her credits.

2. Louise Tate, Director, Massachusetts Council for the Arts and Humanities

20 minutes

Arts administration is a challenging and unique occupation as discussed by Louise Tate. She traces her background from college, to secretarial work at WGBH, to television producer, to her present position. She delves into the importance of a liberal arts education, changing attitudes on sex discrimination in television in particular, and the arts in general. Her advice is very direct with poignant insights into the "art" of looking for a job.

3. Muriel Cooper, Media Director for M.I.T. Press, Cambridge

25 minutes

This is an in-depth interview with a designer/administrator whose responsibilities include the design and production of books and various media for M.I.T. Humorous, witty and thought provoking, Muriel Cooper describes her training which included Mass. College of Art (Art Education), a Fulbright Scholarship, teaching and graphic design. She has many interesting insights into job training and her personal views on sex discrimination.

4. Elizabeth Cook, Director of Mayor's Office of Cultural Affairs, Boston
5 minutes
Summerthing, minorities in theater arts, and sensitizing people to the arts is only part of the job of the Office of Cultural Affairs. Elizabeth Cook also discusses opportunities for women in the arts and what she feels is the most important job skill one can have in arts administration.
5. Mardee McKinlay, Director of Public Affairs, KBTU, Denver
Mardee McKinlay appears in her own television show and works with the community of Denver to produce "spots" for public service. She works as the liaison between the media and community organizations. Her initial start was in fashion merchandising, and she became Associate Editor of Vogue magazine. Along the way she organized a symphony orchestra before leaving for her public affairs position.
6. Deborah Johnson, Assistant Television Producer, KBTU, Denver
As a recent graduate in history, Debbie first applied for a job in a sales representative firm. The firm handles television time and she became fascinated by television and sought out opportunities in a unique fashion which led to her present job. Debbie discusses the importance of her liberal arts education as it relates to her present position.
7. Jeanne Olguin, Director, Minority Affairs, KBTU, Denver
From beginning as a secretary in an action center working for minorities, Jeanne Olguin applied for the job as Director of Minority Affairs. She works producing television programming for the minority groups in Denver, as well as acting as the media representative to minority groups. Part of her duties is to host a television program for minorities as well as speaking engagements. Jeanne serves as an important role model to women as well as Chicanos.

8. Reynelda Muse, News Commentator (Anchorwoman), KBTv, Denver
Due to the lack of black role models, Reynelda Muse never aspired to media. Her interest in journalism led to a job as a campus D.J. and news commentator. While she was broadcasting a C.B.S. producer heard her voice and became a valuable contact leading to her present position.
9. Doris Dondis, Acting Chairperson of the Division of Public Communication at Boston University, in addition to being Associate Professor in a new B.U. doctoral program in Education and Communication Technology
She is author of A Primer of Visual Literacy (M.I.T. Press, 1973), and is a consultant on Learning Resources Development for the Kennedy Library. Doris discusses her background as an art student at Mass. College of Art and the various jobs she has had, starting as a commercial artist, to being a professor and how all of her work has influenced her present career decision.
10. Ann Kempt, News Cinephotographer, KOA-TV, Denver
A unique occupation is not easy to break into, especially if it is dominated by men almost exclusively. Ann persuaded cameramen to permit her to film, which led to her present job as a filmmaker. As a native of Boston, she went West believing opportunities for film would be greater with less competition. Ann is a remarkably determined individual in creating her own opportunities.

APPENDIX II

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APPENDIX II

MEN AND WOMEN EMPLOYED IN PROFESSIONS*

Rank by total employed (men and women)	Profession	Total employed (men and women)	Total women employed	Percent women	Rank by total women employed
5	Accounting	703,346	182,945	26	4
42	Advertising Agents	62,676	12,177	19.4	39
46	Architecture	56,214	1,981	3.5	64
82	Archivists & Curators	6,882	2,065	30	63
59	Assessors, Controllers (local admin.)	28,002	10,664	38	41
6	Bank Officers & Financial Mgrs.	337,440	54,570	17.6	11
17	Buyers--Wholesale & Retail	174,741	51,570	29.5	12
19	Computer Programmers	161,337	36,381	22.5	19
10	Computer Specialists	254,537	49,923	19.6	13
35	Computer Systems Analyzers	79,949	11,736	14.5	40
45	Credit Men	58,962	16,569	28.1	32
Education:					
54	School Admin:College	38,928	9,131	23	47
18	School Admin:Elementary & Secondary	170,263	46,189	27	16

*Derived from U.S. Bureau of the Census, Census of Population; 1970 Detailed Characteristics, Final Report PC(1)-D1, United States Summary. Washington, D.C.: U.S. Government Printing Office, 1973.

	Teachers:College & University:	486,221	138,063	28	
66	Biology	20,592	4,260	20.6	57
71	Chemistry	15,714	1,839	11.7	65
70	Engineering	16,523	931	5.6	76
72	Physics	13,961	664	4.7	82
61	Mathematics	25,949	4,935	19	55
56	Economics	35,803	731	7.4	79
55	English	38,469	16,067	41.7	33
78	History	10,720	2,823	17.3	60
	Teachers:except College	2,741,948	1,926,165	83.6	
48	Adult Education	50,166	23,037	45.8	27
1	Elementary School	1,413,915	1,182,887	97.8	1
3	Secondary School	1,001,519	491,489	49	3
22	PreKindergarten & Kindergarten	124,996	122,359	97.8	6
30	Vocational & Educal. Counselors	106,676	46,556	46.3	15
2	Engineers	1,207,510	19,577	1.6	30
	Engineering & Science Technicians	803,153	87,837	10.9	
57	Agriculture & Biology	31,715	10,060	31.7	45
44	Chemical	60,367	9,034	14.9	48

8	Draftsmen	265,115	22,257	7.8	28
20	Electrical Engineering	154,177	8,612	5.5	50
16	Industrial Engineering	182,334	2,400	11.8	61
75	Mechanical Engineering	13,249	503	3.7	83
92	Math	770	92	11.9	89
43	Surveyors	59,368	1,690	2.9	67
83	Farm Management Advisors	7,592	1,247	15	70
15	Finance, Insurance, Real Estate	187,569	32,563	17.3	22
53	Foresters & Conservationists	39,808	1,591	4	68
141	Health Professions				
74	Chiropractors	13,729	1,127	8.2	72
32	Dentists	90,801	3,110	3.4	59
69	Optometrists	17,219	692	4	81
52	Dieticians	40,131	36,909	91.9	18
34	Health Administrators	84,139	37,535	44.6	17
27	Pharmacists	109,642	13,032	11.8	36
14	Physicians	208,929	25,824	9.1	25
83	Podiatrists	6,025	460	7.6	85
4	Registered Nurses	829,691	807,359	86.9	2

38	Therapists	75,161	47,563	63.2	14
68	Veterinarians	18,545	985	5	75

Health Technologists

25	Clinical Lab. Technicians	117,606	84,641	71.9	9
71	Dental Hygienists	15,805	14,863	47	34
47	Radiological Technicians	52,230	35,463	67.8	21
77	Health Record Technicians	11,164	10,283	92	44
88	Therapy Assistants	3,211	2,118	65.9	62

76	Judges	12,249	869	7	77
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9	Lawyers	260,152	12,311	4.7	38
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24	Librarians	121,852	99,851	82	7
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Life and Physical Scientists

13	Agriculture	215,194	1,011	7.9	74
86	Atmosphere and Space	5,775	520	9.1	82
58	Biology	29,380	10,254	34.9	43
29	Chemistry	108,483	12,887	11.8	37
67	Geology	19,800	715	3.6	80
89	Marine	3,153	161	5.1	88

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65	Physicists and Astronomers	21,941	866	3.9	78
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Math Specialties

87	Actuaries	4,960	1,150	23.1	71
81	Mathematicians	7,643	1,716	22.4	66
63	Statisticians	22,486	9,182	40.8	46
36	Operations and Systems Researchers	79,478	7,637	9.6	51
7	Personnel and Labor Relations	290,756	89,310	30.7	8
11	Religious Workers-Clergy	218,067	6,237	2.8	54
26	Researchers	115,957	29,912	29.9	24

Social Scientists

41	Economists	65,948	7,390	11.2	53
91	Political Scientists	964	215	23.7	87
60	Psychologists	27,830	10,630	38.9	42
90	Sociologists	1,318	467	35.4	85
80	Urban and Regional Planners	9,053	1,099	12.1	73
12	Social Workers	216,623	135,813	62.1	5
49	Recreation Workers	49,331	20,240	41	29
	Writers, Artists & Entertainers	753,957	227,239	30.1	
79	Actors	9,728	3,883	39.8	58
51	Athletes	48,493	13,522	27.8	35

62	Authors	25,376	7,443	29.3	52
85	Dancers	5,950	4,870	81.9	56
28	Designers	108,788	25,671	23.5	26
21	Editors and Reporters	146,925	59,360	40.5	10
33	Musicians and Composers	87,834	31,493	35.8	23
31	Painters and Sculptors	100,895	36,279	35.9	20
40	Photographers	64,691	8,906	13.7	49
39	Public Relations	73,744	19,376	29.9	31
64	Radio and TV Announcers	21,226	1,460	6.8	69

APPENDIX III

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APPENDIX III

WOMEN AND CAREER OPTIONS PROGRAM

CARNEGIE CORPORATION PROJECT

CONFIDENTIAL QUESTIONNAIRE
1974 - 75

Last name _____ First name _____ Middle name _____

(It would be helpful to the research to have your name, but if you prefer to be anonymous, your answers will still be an essential part of the research.)

1. College you are attending _____
2. Age _____
3. Marital status (circle correct number)
 1. single
 2. married
 3. separated, divorced or widowed
4. Number of children _____
5. Year in college (circle correct number)
 1. 2nd year
 2. 3rd year
 3. 4th year
 4. other (specify) _____
6. Did you transfer to this school?
 1. YES
 2. NO
7. Degree expected in _____
(date)
8. Is your grade point average: (circle appropriate response)
 1. 3.5 - 4.0 (4.0 = A)
 2. 3.0 - 3.4 (3.0 = B)
 3. 2.5 - 2.9
 4. 2.0 - 2.4 (2.0 = C)
 5. 1.5 - 1.9
 6. below 1.5
 7. school does not give grades
 8. other (specify) _____
- 9.a. Major field of study when you were a freshman _____
- b. Major field of study now _____
10. Present career goal _____
11. What is the specific field of interest you wanted to Intern in?

12. Date of proposed Internship: (circle appropriate response)
 1. Spring 1974
 2. Summer 1974
 3. Fall 1974
 4. Spring 1975

- 13.a. If you did not receive an Internship the first time you applied, did you reapply?
1. YES
2. NO
- b. (IF YES) date of second proposed Internship: (circle appropriate response)
1. Summer 1974
2. Fall 1974
3. Spring 1975
- c. Please indicate second proposed field of interest, if different from first:

14. How did you first learn about the Women and Career Options program? (circle as many responses as appropriate)
1. publicity in school paper and/or notices around school and dorm
2. from a female friend
3. from a male friend
4. referred from other office on campus (specify) _____
5. from a female faculty member
6. from a male faculty member
7. introductory meeting/general mailing
8. secretary/researcher was an acquaintance
9. from present or former Interns
10. other (please specify) _____
15. When you applied for an Internship, did you: (circle appropriate response)
1. contact the Women and Career Options office on your campus?
2. apply directly to the central office of the Women and Career Options program?
- 16.a. When did you first visit the Women and Career Options office on your campus? (circle appropriate response)
1. semester I 1973-74 _____
(month)
2. semester II 1973-74 _____
(month)
3. semester I 1974-75 _____
(month)
- b. Why did you first visit the Women and Career Options office? (circle as many responses as appropriate)
1. general curiosity
2.a. specific information or advice
b. in what area? _____
3. internship information
4. career guidance
5. information about your school
6. information about graduate school
7. seeking a place of refuge
8. other (specify) _____

17.a. Was the office able to respond to your specific requests?

1. YES
2. NO

b. (IF YES), explain in what ways it was able to respond. _____

c. (IF NO), explain for what reasons the office was unable to respond. _____

18.a. How often have you visited the office since your first visit? _____

b. Have your visits been:

1. regular
2. irregular

19.a. Did you come to the office because you thought it was specifically for women?

1. YES
2. NO

b. Did you feel the Women and Career Options office was linked in any way with the "women's movement" at the time you first came to the office?

1. YES
2. NO

c. (IF YES), in what ways is it linked to the "Movement"? _____

d. Do you think that the office has been politically active on your campus?

1. YES
2. NO

e. (IF YES), in what ways has the office been politically active? _____

f. Do you think the activities of the Women and Career Options office excluded women who are not active feminists?

1. YES
2. SOMETIMES
3. NO

g. (IF YES, OR SOMETIMES), please explain in what ways; _____

20. Was the staff member in the Women and Career Options office:
(circle as many responses as appropriate)

1. helpful
2. informative
3. discouraging
4. supportive
5. hostile
6. easy to relate to
7. other (specify) _____

21.a. Through the Women and Career Options program, did you meet a new faculty member you did not know before?

1. YES ↓

2. NO → please skip to question 22.a.

b. (IF YES), please identify the faculty member:

name _____ 1. male
2. female

department _____

c. How often did you see this faculty member?

1. once
2. two - five times
3. five to ten times
4. more than ten times
5. other (specify) _____

d. For what reasons did you see this faculty member?
(circle as many responses as appropriate)

1. general career guidance
2. internship information or guidance
3. general academic program guidance
4. for letter of recommendation for internship
5. personal problems
6. graduate school information or guidance
7. other (specify) _____

e. Was the faculty member able to meet these needs?

1. YES
2. NO

f. (IF YES), explain _____

g. (IF NO), explain _____

22.a. At the time you applied for an Internship, did you have specific people or places in mind with whom you wanted to Intern?

1. YES ↓

2. NO → please skip to question 23.a.

b. (IF YES), how did you first learn about these people or places? (circle as many responses as appropriate)

1. from friends
2. know someone who works there
3. from parents
4. from faculty
5. read about them: general knowledge
6. other (specify) _____

c. Why did you want to work at this particular place?

d. Do these people or places have reputations within their field that are: (circle appropriate response)

1. very well recognized as important, or leaders in their field
2. averagely known in their field
3. not very well known
4. other (specify) _____
5. have no idea

23.a. When planning your proposal to the Women and Career Options program, did you consult with anyone?

1. YES
2. NO

b. (IF YES), identify the persons (circle as many responses as appropriate):

1. Women and Career Options staff member
2. mother
3. father
4. male friend in school
5. female friend in school
6. male friend outside of school
7. female friend outside of school
8. male professional in field of interest
9. female professional in field of interest
10. faculty member in Women and Career Options program
11. male faculty member outside of Women and Career Options program
12. female faculty member outside Women and Career Options program
13. other female (specify) _____
14. other male (specify) _____

24.a. Did a Women and Career Options staff member review your essay before you submitted your application?

1. YES
2. NO

b. (IF YES), was the advice you received from the staff member (circle appropriate response):

1. constructive to your specific essay
2. constructive to general career guidance
3. other (specify) _____
4. did not receive any advice or comments

25.a. Did the Women and Career Options Faculty Fellow review your essay before you submitted your application?

1. YES
2. NO

b. (IF YES), was the advice you received from the Faculty Fellow (circle appropriate response):

1. constructive to your specific essay
2. constructive to general career guidance
3. other (specify) _____
4. did not receive any advice or comments

26.a. At the time you were applying for an Internship, did you tell any other women about the program?

1. YES
2. NO

b. (IF YES), were these women: (circle as many responses as appropriate)

1. close friends
2. in dorm or living situation with you
3. in your field of interest
4. outside of your field of interest
5. good students "academically"
6. students unsure of career choices
7. students sure of career choices
8. other (specify) _____

27.a. At the time you were applying for an Internship, did you know any other applicants?

1. YES
2. NO

b. (IF YES), were they: (circle as many responses as appropriate)

1. close friends
2. acquaintances
3. in your field of interest
4. outside of your field of interest

28. Did you consider your chances of winning an Internship to be:
(circle appropriate response)

1. very good; excellent
2. good
3. fair; so-so
4. long shot; not very good

29. At the time you were applying for an Internship, what did you consider to be your greatest personal strength or asset to winning an award?

30. At the time you were applying for an Internship, what did you consider to be your greatest personal obstacle to winning an award?

31.a. Were the instructions for the application process clear?

1. YES
2. NO

b. What other information do you wish you could have included in the application?

32. Were the criteria for selection clear to you?

1. YES
2. NO

33. What would you consider to be valid criteria for selection? _____
- 34.a. Did you know who would be making the selection of the award winners?
1. YES
2. NO
- b. (IF YES), identify _____
- 35.a. Did you hope to receive academic credit for the work you would do during an Internship?
1. YES
2. NO
- b. (IF YES), how much credit? _____
- c. (IF YES), what supported this assumption? _____
- 36.a. At the time you first inquired about the Internship, did you know whether or not there was a stipend attached to the award?
1. YES
2. NO
- b. (IF YES), what was the amount of the stipend? _____
- 37.a. If there had been no stipend attached to the award, would you have still applied for an Internship?
1. YES
2. NO
- b. Would you have been interested in an Internship which paid:
1. \$250.00 a. YES
 b. NO
2. \$500.00 a. YES
 b. NO
38. How are your school expenses (tuition, room and board, books, etc.) financed? (circle as many responses as appropriate)
1. parent's income
2. your own income
3. loans
4. scholarships; school financial aid
5. work study funds
6. other sources (specify) _____
- 39.a. Do you usually work at paying jobs while you are in school?
1. YES
2. NO
- b. (IF YES), how many hours a week do you work? _____
- c. How much money per week do you earn? _____
- d. What types of work have you been doing? _____

40.a. Did you apply for an Internship on a field closely related to your major area of concentration in school?

1. YES ↓

2. NO → please skip to question 41.a.

b. (IF YES), did you ask a faculty member in your department for advice or counsel about career guidance or potential Internship plans?

1. YES

2. NO

c. (IF YES), was her/his advice to you: (circle appropriate response)

1. encouraging

2. neutral

3. discouraging

4. other (specify) _____

d. (IF YES), was this faculty member

1. male

2. female

41.a. Are there any specific fields you would have liked to Intern in, but did not feel you could or should at this time?

1. YES ↓

2. NO → please skip to question 42.a.

b. (IF YES), which ones? _____

c. (IF YES), explain why: (circle as many responses as appropriate)

1. do not have enough educational background in field

2. sexual prejudice

3. racial prejudice

4. someone discouraged you:
(identify; relationship and sex)

5. do not have specific talents or abilities in this area

6. job market prospects

7. other (specify) _____

42.a. Do you consider your academic abilities to be: (circle appropriate response)

1. excellent

2. above average

3. average

4. not very good

5. very poor

6. other (specify) _____

b. What contributes to the rating you gave yourself? _____

43. What were the primary influences on your decision to select this field to Intern in? (circle as many responses as appropriate)

1. reading
2. television
3. course(s) in school
4. friends
5. family
6. counselor
7. parents' friends
8. previous volunteer or Internship work
9. other (specify) _____

44.a. Do you know anyone who works in this field?

1. YES
2. NO

b. (IF YES), is this person(s): (circle as many responses as appropriate and identify by sex)

- | | I | II | III |
|--------------------------|------|--------|------|
| 1. friend | male | female | both |
| 2. relative | male | female | both |
| 3. acquaintance | male | female | both |
| 4. other (specify) _____ | male | female | both |

45.a. Do you have any future educational plans once you graduate from this school?

1. YES ↓

2. NO → please skip to question 46.a.

b. (IF YES), in what area are you planning further study? _____

c. (IF YES), for what degree and/or credential are you planning to study? _____

d. (IF YES), are these plans: 1. definite
2. uncertain

e. (IF YES), did a particular person(s) have a strong impact on the formulation of your future educational plans?
1. YES
2. NO

f. (IF YES) explain the relationship: (circle as many responses as appropriate and identify by sex)

- | | | | |
|--------------------------|------|--------|------|
| 1. friend | male | female | both |
| 2. parent | male | female | both |
| 3. other relative | male | female | both |
| 4. faculty member | male | female | both |
| 5. school counselor | male | female | both |
| 6. professional in field | male | female | both |
| 7. other (specify) _____ | male | female | both |

g. In what specific way did this person(s) affect your plans? _____

46. a. Is there some field you would like to study or Intern in that your school cannot prepare you for?
1. YES
 2. NO

b. (IF YES), what field(s)? _____

47. a. Besides the field you wanted to Intern in, list the other future occupations you have seriously considered during your high school and college years.

1. _____

2. _____

3. _____

- b. Who or what was the principal influence on your decision to consider the aforementioned fields?

1. _____

2. _____

3. _____

48. a. If you did not receive an award, did you undertake any work similar to what you would have done during a Carnegie Internship?

1. YES ↓

2. NO → please skip to question 49.a.

b. (IF YES), what kind of work did you do? _____

c. (IF YES), where did you work? _____

- d. (IF YES), who helped you make the arrangements for this work? (circle as many responses as appropriate and identify by sex)

1. friend	male	female	both
2. faculty member	male	female	both
3. parent	male	female	both
4. Women and Career Options staff member	male	female	both
5. relative	male	female	both
6. school counselor	male	female	both
7. professional in field	male	female	both
8. other (specify) _____	male	female	both

- e. (IF YES) did you receive any compensation for your work?

1. YES

2. NO

f. (IF YES), how much did you receive? _____

49. a. Was the Women and Career Options office able to provide services and support for you otherwise not available on your campus?
1. YES
2. NO
- b. Explain _____
50. What additional services would you have liked the office to provide?

51. If the Women and Career Options office had not been operating on your campus, would you have gone to any of the following people or places for advice? (please answer each part of this question)
- 1a. CAREER COUNSELLING AND PLACEMENT OFFICE
1. YES
2. MAYBE
3. NO
- b. For what kind of guidance or advice? _____
- 2a. FACULTY MEMBER
1. YES
2. MAYBE
3. NO
- b. (IF YES OR MAYBE) would you prefer to speak to a faculty member who was:
1. male
2. female
3. no preference
- c. For what kind of guidance or advice? _____
- 3a. FRIEND
1. YES
2. MAYBE
3. NO
- b. (IF YES OR MAYBE) would you prefer to speak to a friend who was:
1. male
2. female
3. no preference
- c. For what kind of guidance or advice? _____
- 4a. SCHOOL PSYCHIATRIST or PSYCHOLOGIST
1. YES
2. MAYBE
3. NO
- b. (IF YES OR MAYBE) would you prefer to speak to one who was:
1. male
2. female
3. no preference
- c. For what kind of guidance or advice? _____

5a. PARENTS

1. YES
2. MAYBE
3. NO

b. (IF YES OR MAYBE), would you prefer to speak to:

1. father
2. mother
3. no preference

c. For what kind of advice or guidance? _____

6a. RELATIVES

1. YES
2. MAYBE
3. NO

b. (IF YES OR MAYBE), would you prefer to speak to one who was:

1. male
2. female
3. no preference

c. For what kind of advice or guidance? _____

7a. WOMEN'S CENTER (other than the Women and Career Options office)

1. YES
2. MAYBE
3. NO

b. (IF YES OR MAYBE) , for what kind of advice or guidance? _____

8. OTHER SUPPORT SERVICES (specify and explain for what kind of advice or guidance) _____

9. NO ONE

52. a. In the first few years after you graduate, do you plan to: (circle as many responses as appropriate)

1. work in your field of interest
2. work outside of your field of interest, primarily as means of support
3. go to graduate or professional school
4. marry
5. maintain a home and care for children
6. travel
7. continue informal study in field of interest
8. volunteer work or community service (Peace Corps, Vista, etc.)
9. really don't know
10. other (specify) _____

b. Of the responses circled, which will be your primary focus? _____

c. Of the responses circled, which will be your secondary focus? _____

- [illegible]

WOMEN AND CAREER OPTIONS PROGRAM

CARNEGIE CORPORATION PROJECT

CONFIDENTIAL QUESTIONNAIRE
INTERN SUPPLEMENT
1974-75

1. Once you received notice of your award, how did you go about making arrangements for your placement? (circle as many responses as appropriate)
 1. personal contacts
 2. leads from professors
 3. with help from the Central Office of the Women and Career Options project
 4. with help from the Campus office of the Women and Career Options project
 5. leads from parents
 6. leads from friends
 7. leads from professionals in the field
 8. other (specify) _____
 - 2.a. How long did it take to arrange your placement? (circle appropriate response)
 1. a week or less
 2. one to three weeks
 3. a month
 4. more than one month (specify how long) _____
 - b. Did the time needed to arrange your placement have any effect on your feelings toward your Internship?
 1. YES
 2. NO
 - c. (IF YES), please explain how it affected you _____
-
3. At how many places did you interview? (circle appropriate response)
 1. one
 2. two
 3. three
 4. four
 5. five to ten
 6. more than ten
 7. none
 4. How many of the places at which you interviewed offered you a position? (circle appropriate response)
 1. one
 2. two
 3. three
 4. four
 5. five or more
 6. all
 7. none
 - 5.a. Did you limit your search for a placement to any specific geographic area?
 1. YES
 2. NO

- b. (IF YES), was it: (circle appropriate response)
1. within commuting distance of school
 2. within commuting distance of home
 3. on the East coast (specify) _____
 4. on the West coast (specify) _____
 5. other (specify) _____
6. Describe your "ideal" placement _____

7. What was your actual placement?
Name _____
Address _____
Supervisor _____
- 8.a. When you first made arrangements with your placement, did you consider it to be as meaningful as your "ideal" placement
1. YES
 2. NO
- b. Explain why or why not _____

- 9.a. Had you ever heard of your placement or supervisor before your Internship?
1. YES
 2. NO
- b. (IF YES), how did you hear of it? (circle as many responses as appropriate)
1. from the Women and Career Options people
 2. from general knowledge
 3. from faculty
 4. from professionals in the field
 5. from your family
 6. other (specify) _____
- c. Did you know whether the professional reputation of your placement was considered to be: (circle appropriate response)
1. very high; well-known and respected
 2. averagely known
 3. not very well known but respected
 4. poor reputation
 5. other (specify) _____
- 10.a. Did you have a preference for a supervisor who was:
1. male
 2. female
 3. no preference
- b. Explain your preference _____

- c. Did you work with a supervisor who was:
1. male
 2. female
 3. both: had more than one supervisor
11. How many hours a week did you work? (circle appropriate response)
1. less than ten
 2. ten to fifteen
 3. fifteen to twenty
 4. twenty to twenty-five
 5. full time
 6. other (specify) _____
12. How many weeks did you work? (circle appropriate response)
1. less than ten
 2. ten to fourteen
 3. fifteen
 4. sixteen to twenty
 5. other (specify) _____
- 13.a. When you began your Internship, did the members of the staff at your placement consider you to be:
1. a special employee
 2. an ordinary employee
 3. below an ordinary employee
- b. At the beginning of your Internship, did you feel you were:
1. a special employee
 2. an ordinary employee
 3. below an ordinary employee
- c. Did your views of the staff, or the staff's view of you, change over the course of your Internship?
1. YES
 2. NO
- d. (IF YES), please explain the changes _____

- 14.a. Were you well treated on the job?
1. YES
 2. NO
- b. (IF NO), please explain _____

- c. Did you receive any special treatment or attention because you are a woman ?
1. YES
 2. NO
- d. (IF YES), explain what type of treatment or attention you received. _____

- 15.a. Did you receive any additional compensation for your work beyond your Carnegie stipend?
1. YES
2. NO
- b. (IF YES), how much money did you receive? _____
- 16.a. Did you receive academic credit for your work?
1. YES
2. NO
- b. (IF YES), how much credit did you receive? _____
- 17.a. What ideas about your field of interest did your Internship reinforce? _____

- b. What ideas about your field of interest did your Internship change? _____

- 18.a. As a result of your Internship, are you still seriously considering this field as a possible career?
1. YES
2. NO
- b. (IF YES), what additional preparation do you feel you now need in order to enter this field _____

- 19.a. When your duties and responsibilities of work were first explained to you by your supervisor, did you feel you were capable of carrying them out?
1. YES
2. NO
- b. Explain why or why not _____

- 20.a. Did you feel you would need special on-the-job training or instructions in order to complete your assigned tasks?
1. YES
2. NO
- b. (IF YES), were you given these instructions or training?
1. YES
2. NO
- c. If you received training, was it adequate?
1. YES
2. NO
- d. If you did not receive training, why not? _____

- e. If you did not receive training, did you find this to be a handicap?
1. YES
2. NO

- 21.a. Did the Internship make you aware of any personal strengths or weaknesses you did not previously know about?
1. YES
2. NO

b. (IF YES), please explain the strengths or weaknesses _____

- 22.a. What specific skills did you learn from your Internship? _____

b. In what ways do you feel these skills can be useful to you in your future work or career plans? _____

- 23.a. As a result of your Internship, have you changed your views on academic education?
1. YES
2. NO

b. (IF YES), please explain in what ways your views have changed _____

- 24.a. During your Internship, was there a faculty member on your campus who served as an advisor to you?
1. YES ↓

2. NO → please skip to question 25.a.

b. (IF YES), please identify:

Name _____

Department _____

c. (IF YES), is this person:

1. male
2. female

d. (IF YES) how often did you communicate with this advisor?

e. (IF YES), was she/he:

- | | | |
|-------------------------|--------------|-------|
| 1. helpful | in what ways | _____ |
| 2. supportive | in what ways | _____ |
| 3. discouraging | in what ways | _____ |
| 4. neutral | in what ways | _____ |
| 5. other(specify) _____ | in what ways | _____ |

- 25.a. Were you in contact with your campus Women and Career Options office during your Internship?
1. YES: how often? _____
2. NO
- b. Would you have desired closer contact?
1. YES
2. NO
- 26.a. Did you meet other Carnegie Interns during your term as an Intern?
1. YES
2. NO
- b. (IF YES), where or how did you meet them? _____
- c. (IF NO), would you have wanted to ?
1. YES
2. NO
- d. (IF YES), why would you have wanted to? _____

- 27.a. Was the payment procedure of your stipend convenient for you?
1. YES
2. NO
- b. Did you experience any undue delay in receiving your stipend checks?
1. YES
2. NO
- c. (If the procedure was inconvenient, or if you experienced an undue delay in receiving your checks), did you have to make any other financial arrangements?
1. YES
2. NO
- d. (IF YES), please explain what arrangements you made, or tried to make. _____

- 28.a. Since your Internship, have you kept in touch with the Women and Career Options office on your campus?
1. YES
2. NO
- b. (IF YES), what services does the office provide for you? _____

- c. Have you been providing any services for the office?
1. YES
2. NO
- d. (IF YES), please explain what you have been doing _____

29.a. Have you kept in touch with the supervisor or organization where you worked since your Internship?

1. YES
2. NO

b. (IF YES), what kind of contact have you had? _____

30.a. Were you offered any type of employment by your placement?

1. YES
2. NO

b. (IF YES), was it:

1. part time work
2. full time work

c. (IF YES), was it:

1. right after your Internship
2. after graduation
3. summer work
4. other (specify) _____

31.a. Were you given any career guidance by your placement?

1. YES
2. NO

b. (IF YES), please explain what type _____

32.a. Would another Internship be helpful to you?

1. YES
2. NO

b. (IF YES), would you work in a field that was:

1. the same as the one you worked in
2. different from the one you worked in

c. Please explain your response to 32.b. _____

33. In what ways, if any, have you personally changed as a result of your Internship? _____

APPENDIX IV

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APPENDIX IV

LIST OF INTERNS, PLACEMENTS AND DESCRIPTIONS OF INTERNSHIP EXPERIENCES

Intern	School	Placement	Page*
<u>Public Sector Administration</u>			
Maria Avola	Boston College	Boston Little City Hall	1
Sharon Bernstein	M.I.T.	Sloan School of Management	23
Cathy Corbett	UMass./Amherst	U.S. Rep. Ron Dellums	27
Katherine Hyer	Boston College	President's Office, UMass.	4
Rebecca Lee	Brandeis	Metropolitan Cultural Alliance	12
Mary Sullivan	UMass./Amherst	G.H. Shaw Foundation	33
<u>Communications</u>			
Donna Arzt	Brandeis	The Boston Globe	8
Kathleen Balas	Boston College	WBZ-Radio	1
Sue Ballou	Hampshire	Science Program Group	16
Patricia Bodnar	Boston College	David R. Godine, Publisher	2
Susan Jaffe	Hampshire	Farrar, Straus & Giroux	18
Barbara Kanski	Boston College	Prentice-Hall, Inc.	4
Nancy O'Sullivan	Boston College	WBZ-TV	5
Emily Rosenthal	UMass./Amherst	M.I.T. Press	32
Veronica Setzer	Hampshire	Channel 57 WPBS	20
Lesley Visser	Boston College	The Boston Globe	7
Galina Vroman	Hampshire	The News, Mexico City	21

*Page references are to the descriptive accounts of the various internships which follow (pp. 1-40). These descriptive summaries are based upon the reports which were submitted by the interns at the conclusion of their internships.

Intern	School	Placement	Page
<u>Engineering</u>			
Carol Bellin	UMass./Boston	Terry Hanley Sound System	34
Patricia Foley	M.I.T.	M.I.T.	24
Susan Littvin	M.I.T.	H.G. Protze Materials Corp.	24
Lynn Panico	UMass./Boston	A.D. Little, Inc.	39
<u>Law</u>			
Carol Bergman	Hampshire	Women's Litiga- tion Unit	16
Alexandra Brown	Hampshire	Nine to Five	17
Geraldine Casey	UMass./Boston	Western Mass. Legal Services	36
Anna Clemons	Boston College	New England Mer- chants Nat'l Bank	2
Katherine Cone	UMass./Boston	Prisoners' Rights Project	37
Darlene Dolan	UMass./Amherst	Mental Patient Law Project	28
Esther Emond	UMass./Amherst	Pilgrim Center	n/a
Ann Gluck	Brandeis	Mass. Forest & Park Assoc.	9
Sherri Goodman	Brandeis	Boston Housing Court	10
Anne Henrickson	Boston College	Somerville District Court	3
Laurie Kassner	Brandeis	Boston Children's Aid Assoc.	11
Joan Glazer Margolis	Brandeis	Education Comm., Mass. House of Rep.	12
Paulette Massari	UMass./Boston	Children's Defense Fund	38
Cecile Quinlan	Boston College	Harvard Divinity Sch. Women's Coal.	6
Joann Sammons	UMass./Boston	Cambridge City Councilwoman S. Graham	40

Intern	School	Placement	Page
<u>Law</u>			
Theresa Santisi	Boston College	Mass. Taxpayers' Assoc.	6
Beth Silver	Brandeis	Higher Education Prison Project	15
Judith Waksberg	Brandeis	Mass. Research Center	15
<u>Medicine/Veterinary Medicine</u>			
Deborah Colker	Brandeis	Oakhill Animal Hospital	8
Cheryl Cote	UMass./Amherst	Harvard Medical School	28
Claudia Emmert	Boston College	Mass. College of Optometry/Peter Bent Brigham Hosp.	3
Meryl Newman	Brandeis	Long Island Jewish-Hillside Hospital	13
Adele Sykes	Boston College	Dr. Parry	7
Susan Tonik	M.I.T.	Bunker Hill Health Center	25
<u>Science/Mathematics/Agricultural Science</u>			
Edith April	UMass./Amherst	Pioneer Valley Coop. Extension Service	26
Joan Becker	UMass./Boston	Univ. of Puerto Rico Medical Sch.	34
Pauline Brigham	UMass./Boston	A.D. Little, Inc.	35
Susan Brunnelli	UMass./Boston	Ashby Bird Observatory	36
Melanie Brunt	Hampshire	Health Resource Group	17
Mary Constance	UMass./Amherst	Philadelphia Zoological Garden	27
Beth Dichter	Hampshire	Univeristy of Utah	18
Judith Ellenson	M.I.T.	Sloan School of Management	23
Judith Gallant	Brandeis	Eye Research Center	9

Intern	School	Placement	Page
<u>Science/Mathematics/Agricultural Science</u>			
Mary Gilbert	UMass./Amherst	UMass./Amherst School of Agriculture	30
Eleanor Groden	UMass./Amherst	U.S. Wildlife Coop. Research Ctr.	9
Cecile Hooper	UMass./Amherst	U.S. Dept. of Agriculture	31
Sharon Jones	Brandeis	Massachusetts General Hospital	10
Ellen Michaelson	Brandeis	Boston Children's Hospital	13
Katherine O'Rourke	UMass./Boston	Boston Children's Zoo	39
Roberta Seidman	Brandeis	M.I.T.	35
Elizabeth Walker	Hampshire	Woods Hole Laboratory	22
Sandra Yulke	M.I.T.	M.I.T.	25
<u>Architecture/Urban Planning</u>			
Sharon Anderson	UMass./Amherst	Hampshire College	26
Karen Blackford	UMass./Boston	Justin Gray Assocs.	35
Lee Kiklis	Brandeis	Mass. State Land Use Project	11
Nancy Morton	Hampshire	Adirondack Park Agency	20
Terri Nevins	UMass./Amherst	Wasatch Regional Council	31
Pamela Seavy	Brandeis	PARC Team	14
Marilyn Richardson	UMass./Amherst	Nacul Center	32
Natalie Stevens	UMass./Amherst	Appalachian Mountain Club	33
<u>Arbitration</u>			
Paulette Spriggs	UMass./Boston	College for Public & Commu- nity Service	40

Intern	School	Placement	Page
<u>Cartography</u>			
Daphne Kis	Hampshire	American Geo-graphical Society	19
<u>Cartoonist</u>			
Gwen Kerber	Hampshire	School for Visual Arts	19
<u>Economics</u>			
Amy Wishner	Hampshire	North American Congress on Latin America	22
<u>History</u>			
Susan Moir	UMass./Boston	Boston 200	38
<u>Sculpture</u>			
Johanne Fullam	UMass./Amherst	Dana Frine Art Center	29
<u>Sociology</u>			
Jeanette Kazanjian	Boston College	Northeastern Family Institute	5
<u>Typography</u>			
Lowry Thompson	Hampshire	Lubalen, Burns & Co.	21
<u>Underwater Archaeology</u>			
Ellen Freda	UMass./Boston	Education Expeditions International	37

BOSTON COLLEGE

MARIA AVOLA

Field of Interest: Consulate Work

Placement: Italian Information Center
Little City Hall
Boston, Ma.
Supervisor: Ms. Nanda Brent

Maria Avola's fluency in Italian and German has provided a natural career direction for her in translating and consulate work. She interned at the Italian Information Center in the Little City Hall in Boston's North End as an assistant to Ms. Nanda Brent. Maria had ample opportunity there to utilize and improve her proficiency in Italian in addition to learning new skills by gaining experience in some of the basic elements of administration. Although Maria is as yet uncertain about her next career step, her opportunity at the Italian Information Center has increased her interest in bilingual work and suggested to her a career in international management.

KATHLEEN BALAS

Field of Interest: Communications

Placement: WBZ Radio
Soldiers' Field Road
Brighton, Ma.
Supervisor: David Graves

Kathleen Balas' Internship at WBZ Radio was, for her, a capsule summary of an entire career in radio. Among her varied duties, she assisted in the production of commercials and promotional shots, researched and booked the Jerry Williams talk show, produced public affairs programs for WBZ-FM, and hosted the FM Saturday midnight to 5 AM show. She was invited to attend bi-weekly speech classes conducted by WBZ radio personality Dave Maynard, through which she received excellent voice training as well as the invaluable advice of a professional. The management of WBZ Radio received Kathleen very enthusiastically and has asked her to continue her work on a part time basis, in addition to hosting the Saturday midnight show again. Kathleen felt the field of communications is receptive to female participants and is very excited by the career opportunities opened to her.

PATRICIA BODNAR

Field of Interest: Publishing

Placement: David R. Godine, Inc.
306 Dartmouth Street
Boston, Massachusetts
Supervisor: Stephen Brook

Pat Bodnar spent the summer interning at David R. Godine, Inc., a small, Boston-based publishing house. She was accepted as an editorial assistant and evaluated manuscripts, proof-read galleys, and tried writing jacket copy for an upcoming book, all under the aegis of Stephen Brook, editor. When he left for a three week vacation, Pat was given the additional responsibility for helping to oversee the functioning of the editorial department. She is concerned with facilitating women's entry into the publishing profession and is personally still not fully satisfied with the opportunities she feels are traditionally offered to women by many conventional publishing houses. She would like to try an apprenticeship at a feminist or cooperative press which she feels would provide her with a very different type of experience.

ANNA CLEMONS

Field of Interest: Law

Placement: New England Merchant's
National Bank
Boston, Massachusetts
Supervisor: William Daggett

Anna Clemons is interested in a career in corporate law and secured an Internship at the New England Merchant's National Bank under the supervision of William Daggett, an attorney in the legal department. Her first task was to compose a memo summarizing the Acts and Regulations of the Federal Deposit Insurance Corporation. This led to a major research project on the legal aspects of "set off", a common banking practice. The problem was a complex one for which Anna researched a variety of case laws and read other supplemental material pertaining to the issue. She worked on developing the skills for legal research and as a result of her interest in this project, she voluntarily extended her Internship into the second semester, citing the experience as well worth the extra unfunded commitment.

CLAUDIA EMMERT

Field of Interest: Medecine

Placement: Massachusetts College of
Optometry
Peter Bent Brigham Hospital
Supervisor: Dr. Chylack

Claudia Emmert designed an Internship to broaden her knowledge of the many facets of eye care. The first segment of her Internship had two components: she observed two senior optometry students from the Massachusetts College of Optometry in their work at various eye clinics in the city and attended classes at the College where she learned some of the social and legal aspects of optometry and accrued some scientific background as well. After her stay at the College, she worked with Dr. Chylack, Chief of Opthamology at Peter Bent Brigham Hospital, assisting him in his private research at the Massachusetts Eye and Ear Hospital. Claudia also observed surgery and accompanied Dr. Chylack on his rounds at the Peter Bent Brigham Hospital. Although she has not yet decided between the careers of optometry and opthamology, Claudia feels her Internship experience will enable her to make an informed choice when the time comes.

ANNE HENDRICKSON

Field of Interest: Probation

Placement: Somerville District Court
Somerville, Massachusetts
Supervisors: Ann Cassanelli
Barbara DeMarco

The Somerville District Court was the scene of much of Anne Hendrickson's Internship. She worked there with two probation officers, Ann Cassanelli and Barbara DeMarco, and the citizens of Somerville. She learned to do some of the paper work which inevitably attends State proceedings, observed court room procedures, and accompanied her supervisors on home visits to their probationers. Anne read extensively from academic studies to the actual case histories of the probationers and familiarized herself with the various agencies, both State and private, that exist relative to social problems. Anne was fascinated by the various levels of a probation officer's duties and her Internship helped to reaffirm her career plans in that direction.

KATHERINE HYER

Placement: Office of the Vice President
for Planning
University of Massachusetts
Boston, Massachusetts
Supervisor: Nan Robinson

Field of Interest: Administration

Kathy Hyer is considering a career in educational administration and interned with Ms. Nan Robinson, the Vice President for Planning at the University of Massachusetts. Her first project was to organize a library of reference materials in each office within the President's office which gave her the opportunity to become familiar with the function and responsibilities of each level within the administrative hierarchy. She attended numerous meetings with Ms. Robinson, including a two day educational systems management workshop. Her relationship with her supervisor was positive and exerted a strong influence on Kathy's decision to pursue a doctorate in sociology with an emphasis in education to prepare for her career in educational administration.

BARBARA KANSKI

Placement: Prentice-Hall, Inc.
Engelwood Cliffs, New Jersey
Supervisor: Robin Reavill

Field of Interest: Publishing

"I know for sure that in terms of preparing for a future in the professional world...the Internship has helped me in a way that no other employment or educational experience has...". This is how Barbara Kanski describes the effect of her Internship at Prentice-Hall, Inc., in New Jersey. There, she learned to proof-read galleys, to copy edit, to analyze manuscripts for design and length, and to design the interior of books. The publishing firm hired her for the balance of the summer, and if a position is open, will hire her as a permanent production editor when she graduates.

JEANETTE KAZANJIAN

Field of Interest: Sociology

Placement: Northeastern Family Institute
Malden, Massachusetts

Supervisor: Dr. Bakal

Jeanette Kazanjian worked as a counselor/advocate to juvenile delinquents in the Malden area through the Northeastern Family Institute and was supervised by Dr. Bakal, the director. She attended two staff meetings per week and twice a week worked with the adolescents themselves in a video tape class and on field trips. She participated in the development of an alternative school for the youths, the specific goal of which is to aid delinquent youth in building a more positive self-image. The Internship experience has reinforced Jeanette's career goals in the area of criminology and she is planning to do graduate work in this field.

NANCY O'SULLIVAN

Field of Interest: Communications

Placement: WBZ-TV

Soldiers' Field Road
Brighton, Massachusetts

Supervisor: Tony Pepper

After an Internship with Tony Pepper of the WBZ Eyewitness News Team, Nancy O'Sullivan says that her illusions about a career in public communications have been replaced by an "educated insight". Working with Mr. Pepper, she helped to identify and research local human interest stories and saw one of her suggestions broadcasted on the evening news. She was able to observe every phase of activity that constitutes the production of a news broadcast and thus learned about the basic elements that compose the mass media. She describes her opportunity to intern there as "unique", one which allowed her to gain first hand knowledge of the business world while still a member of the college community. She is now in a position to realistically evaluate and chose between the academic and commercial aspects of communications.

CECILE QUINLAN

Field of Interest: Law

Placement: Women's Coalition for the
Third Century
Harvard Divinity School
Supervisor: Patricia Budd Kenler

Cecile Quinlan was interested in securing a placement which combined her interests in feminist studies, history and law. She worked at the Women's Coalition for the Third Century at the Harvard Divinity School under the auspices of Patricia Budd Kenler. She became involved in the intensive research that was being conducted there on woman's role in history, compiling and editing a vast amount of library data. Cecile is now planning to do graduate work focused on women's history and says "the amount of my knowledge concerning my field has increased immensely" which has broadened her interest in a variety of different historical eras.

THERESA SANTISI

Field of Interest: Law

Placement: Massachusetts Taxpayers
Association
Boston, Massachusetts
Supervisor: Susanne Tompkins
Lyman Zeigler

Theresa Santisi wanted to intern in a law office to gain exposure to and some experience with the role of the attorney and to prepare for her proposed legal career. As placements with law firms were very difficult to secure in the Boston area, Theresa worked with the Massachusetts Taxpayers Association under the joint auspices of Susanne Tompkins and Lyman Zeigler. Although Theresa was welcomed by the staff, she felt her Internship experience could have been richer had she been given greater responsibilities and assigned more specific projects. She is still planning to apply to law schools, however, and plans to seek further experience in her field prior to her graduation in 1976.

ADELE SYKES

Placement: Interlaken, New Jersey

Field of Interest: Medecine

Supervisor: Dr. Parry

Adele Sykes spent her Internship working in the emergency room of a New Jersey hospital. She was responsible for obtaining basic patient data, carrying out examination routines, and performing a multitude of duties in an emergency situation. Although she was previously inexperienced, the staff's expectations required her to learn quickly and to react responsibly. Her supervisor, Dr. Parry, obtained permission for her to observe operations and to attend weekly surgical lectures. She interacted with a variety of hospital personnel and a diverse group of patients through whom she was exposed to a wide range of treatments and ailments. Her prior interest in medecine was confirmed by her Internship and she has subsequently applied to medical schools to begin her training for a medical career.

LESLEY VISSER

Placement: The Boston Globe
Morrissey Blvd.

Field of Interest: Communication

Dorchester, Massachusetts
Supervisor: David Smith

Lesley Visser wants to enter one of the most exclusively male career fields in contemporary society: she wants to be a sportswriter. The staff at the Globe Sports Department, where she interned, was initially skeptical, but now think she will one day be an "outstanding newspaper woman". She found the work difficult, but she was uncompromising in her efforts and was rewarded by some really professional results. She was surprised to discover that in fact a newspaper has no time for sex prejudice, but is more interested in talented exact peices of writing which she hopes to continue to provide in her future work as a sports writer.

BRANDEIS UNIVERSITY

DONNA ARZT

Field of Interest: Communications

Placement: The Boston Globe
Morrissey Blvd.
Dorchester, Massachusetts
Supervisor: Muriel Cohen

The Carnegie project received some unexpected publicity from one of its Interns. Donna Arzt apprenticed at The Boston Globe, supervised primarily by Muriel Cohen and Richard Kindleberger, the Education editor and the environmental specialist, respectively. Under the auspices of Muriel Cohen, she wrote a lengthy piece about the Carnegie Internship program which appeared in the Education section of the Sunday Globe. She did research for other editors and some of the columnists, as well as writing pieces on her own which were printed with and without her byline. The Internship gave Donna the opportunity to examine her career motives, realistically assess her talents in the field, and to locate areas in which she must improve. It has reaffirmed her commitment to become "Donnarzt, Journalist".

DEBORAH COLKER

Field of Interest: Veterinary Medicine

Placement: Oakhill Animal Hospital
Newton, Massachusetts
Supervisor: Dr. Sidney Mael

Deborah Colker is still evaluating the impact of her Internship at the Oakhill Animal Hospital on her desire to become a veterinarian. She worked there with sick animals and observed the surgery performed by her supervisor, Dr. Sidney Mael. While she enjoyed her work and admired Dr. Mael's surgical skills, she now doubts whether a career in veterinary medicine can meet all her needs. She missed an anticipated intellectual dialogue with colleagues and one-to-one human communication. She realized that practicing medicine on human beings may not even inspire this kind of exchange but she feels she may find it with research colleagues. "I wish to remain in the field of animals, but am not definite in my plans for veterinary medicine...There's a whole world of options working with and for animals." As a result of her Internship, Deborah has been able to identify her career expectations and needs while she still has the academic latitude to adjust her studies accordingly.

JUDITH GALLANT

Placement: Eye Research Foundation
Bethesda, Maryland

Field of Interest: Scientific Research

Supervisor: Dr. Robert Chapman

Judith Gallant worked on vision research with Dr. Robert Chapman at the Eye Research Foundation in Bethesda, Maryland during the summer of 1974. She participated as a lab technician on the research project "Brain Responses and Meaning: Average Evoked Potentials and Effect", and conducted tests using an EEG. Judy had hoped to be more involved with the theoretical aspects of the research and to participate in its planning stages more than her apprenticeship allowed, though her duties did become more sophisticated as she gained experience with the project. Through her Internship, Judy found that the daily aspects of experimental psychological research can be relatively mundane, but that has not altered her plans for graduate work in the field. Dr. Chapman expressed great enthusiasms for her abilities and had Judy not chosen to return to school in the fall, he would have gladly continued working with her.

ANN GLUCK

Placement: Massachusetts Forest and
Park Association

Field of Interest: Law

Supervisor: Michael Ventresca

Ann Gluck had an extremely successful Internship experience with the Massachusetts Forest and Park Association lobbying for environmental affairs, in the area of land use. She met with many concerned interest groups in an effort to rally support for a Subcommittee of the Special Commission on the Effects of Growth Patterns on the Quality of Life in the Commonwealth that was working on a comprehensive land use package. Contrary to her previous experience of lobbying with a mass political movement that exerts "pressure" on legislators, Ann learned during her Internship that lobbying can be a more low-keyed process. She found it to be one by which lawmakers receive background information from professionals in areas that they will vote on. The research she conducted was distributed to members of the Special Subcommittee. Ann's apprenticeship as a lobbyist has given her some valuable insight into a possible career in the law.

SHERRI GOODMAN

Field of Interest: Law

Placement: Boston Housing Court
Housing Specialist Department
Supervisor: Judge Paul Garritty

Sherri Goodman wanted to become a lawyer. Her Internship in the summer of 1974 with the Housing Specialist Department of the Boston Housing Court, and especially her relationship with her supervisor, Judge Paul Garritty, has slightly modified her plans. The Judge assigned her to various cases and she assisted in relocating evicted tenants; arbitrating between city agencies and defendants; inspecting court ordered repairs; helping defendants obtain welfare loans to make those repairs; determining rent abatements; and dealing with the myriad problems attendant to housing concerns. She observed courtroom procedures and was able to form an educated impression of the law and the role of the attorney. In the fall of 1975, she will be attending graduate school to study political science, having found law, at least for the moment, to be a profession unsuited to her needs and philosophies. Sherri feels her Internship experience made possible career insights which she would not have otherwise gained.

SHARON JONES

Field of Interest: Health Care

Placement: Massachusetts General
Hospital
Supervisor: Isabella Tighe; Ann Marshall

Sharon Jones' Internship was composed of two parts. The first was an independent project under the auspices of Dr. Herbert Schreier at the Children's Hospital. She researched prescription methods for the birth control pill and learned about proper procedures for a thorough gynecological examination given to a patient before birth control methods can be prescribed. The second part of her Internship took place at the Massachusetts General Hospital in the Patient Care Representative's Office. With her supervisors, Isabella Tighe and Ann Marshall, Sharon interviewed patients about the quality of health care they received at the hospital. She also tabulated the results of a questionnaire designed to evaluate the hospital's admissions procedures. Sharon's Internship experience has reinforced her desire to pursue a career in public health.

LAURA KASSNER

Placement: Boston Children's Aid
Association

Field of Interest: Juvenile Law

Supervisor: Hope Murrow

For her Internship, Laura Kassner conducted research and field work at the Boston Children's Aid Association. She and her supervisor, Hope Murrow, combined efforts to develop an approach with which to study the legal system as it impacts on juveniles. Her extensive readings in the area enriched her field observations in Boston's juvenile courts. She became involved with CHINS legislation (Children in Need of Services) and developed an initial familiarity with all sides of the proposed legislation. Laura sought alternatives to the traditional solutions of the problems facing these children, and to this end, researched types of actions taken by other states, especially where the findings might support the CHINS legislation currently being pursued in Massachusetts. As a result of her Internship, Laura feels she is in a better position to measure her commitment to a career in juvenile law.

LEE KIKLIS

Placement: Massachusetts State Land
Use Project

Field of Interest: Urban Planning

Supervisor: C. Constantinides

Lee Kiklis was originally interested in city planning, but because of a job shortage, she located a placement in a regional planning job. Her work entailed summarizing legislation from other states for use in conjunction with the Massachusetts State Land Use Project. In the course of her work she became interested in environmental issues. "Before I began my intern job, I was interested in both law and city planning. Now I can add the environment to my interests and I find that my work is meshing everything together". Lee extended her work over two semesters, continuing her studies at Brandeis at the same time. After she graduates, she is planning to go to law school with the intention of working on environmental issues.

REBECCA LEE

Field of Interest: Law

Placement: Metropolitan Cultural Alliance
Education Project

Supervisor: Anne Hawley

Rebecca Lee worked in Boston at the Metropolitan Cultural Alliance with Anne Hawley, the Director of the Education Project. She learned a great deal about office management and is now considering graduate study in the field of business, as well as in the law. Rebecca had an opportunity to discuss career options at length with her supervisor, who suggested the possibility of gaining job experience before pursuing further education. This notion appealed to Rebecca and Ms. Hawley's support sanctioned her consideration of that option in a way professors never had. The Internship changed her plans by encouraging Rebecca to broaden her base of options. The Alliance has offered her a summer job to continue her present duties, or in the new capacity of lobbyist to work on the bill for Education and the Arts. Rebecca notes that she has "gained exposure to fields I never would have seen before and... self-confidence in my ability to do things and do them right..." as a result of her Internship.

JOAN GLAZER MARGOLIS

Field of Interest: Law

Placement: Massachusetts House of
Representatives
Joint Committee on Education
Supervisor: Representative Michael Daly

Joan Margolis was interested in law and education and thus interned in the office of State Representative Michael Daly. She worked on the Joint Committee on Education and produced a paper entitled "Public School Finance in Massachusetts: Past Proposals and Future Prospects". She did education oriented legal research for this paper and interviewed a number of people who represented various interest groups related to school finance reform. Joan feels she is less idealistic than she was prior to her Internship, but her career plans remain unchanged. She plans to pursue a law degree and possibly a Master's Degree in Public Administration as well. For her, the field of law and education remains one of "immense interest and importance".

ELLEN MICHAELSON

Placement: Boston Children's Hospital
Cell Biology Research

Field of Interest: Scientific Research

Supervisor: Dr. Kenneth Gabbay

Ellen Michaelson spent her summer Internship working in the diabetes research laboratory of Dr. Kenneth Gabbay in the Cell Biology Department of the Children's Hospital Medical Center. She worked on a project whose goal was to make a compound called cyclic-AMP antigenic so that it could be injected into rabbits. She hoped to then perform a radioimmunoassay on the resultant antibody. Although Ellen could not assume as much responsibility for the research as she would have liked, she counts her Internship as a positive experience for it provided her with an insider's view of biochemical research, a career interest she still wishes to pursue.

MERYL NEWMAN

Placement: Long Island Jewish-Hillside
Medical Center

Field of Interest: Medicine

Supervisor: Dr. Joseph Rovinsky

Meryl Newman undertook an Internship at the Long Island Jewish-Hillside Medical Center in an effort to explore her latent desire to become a doctor. Until she had this experience, she planned to do graduate study in art history. At the Medical Center, she was fortunate to be included in a group of five medical students who were familiarizing themselves with the hospital in a "mini-clerkship". She spent considerable time observing the proceedings in the gynecological clinic under the direction of her supervisor, Dr. Joseph Rovinsky. She also met a woman gynecologist who is balancing the responsibilities of home and career and who provided Meryl with a good role model. As a result of her Internship, Meryl has returned to Brandeis to study premedical courses and to apply to medical school. She volunteers at the gynecological component of the Boston Evening Clinic and has been invited by Dr. Rovinsky to return to the Medical Center this summer to participate in a training program for para-medicals in operating room procedure. Her Internship has not stifled her wish to become a doctor, as she had anticipated: it totally changed her life.

PAMELA SEAVY

Field of Interest: Architecture

Placement: PARD, Inc., Architects
Boston, Massachusetts
Supervisor: Samuel Mintz

Pamela Seavy was interested in a career in architecture and was placed with PAKO, Inc., a Boston-based architectural firm. She discovered that she did not have the basic drafting skills necessary to do the kind of work her placement could offer her, and they, in turn, were unable to provide the instruction and supervision Pamela needed to learn those skills. She returned to her studies in order to broaden her range of accomplished techniques in preparation for the career in architecture she still hopes to undertake.

ROBERTA SEIDMAN

Field of Interest: Scientific Research

Placement: M.I.T.
Neurophysiology Laboratory
Supervisor: Dr. Jerome Lettvin

Roberta Seidman worked during the summer of 1974 at M.I.T. in Jerome Lettvin's neurophysiology laboratory on an electrophysiological study of frog vision, a project created by Edward Gruberg, a research fellow at M.I.T.. She learned to make micro-electrodes, to perform minor operations including optic nerve cuttings on frogs' brains, to do several types of histological studies, and to make microelectrode recordings. Her Internship has given her career plans greater direction: upon her return to school, she planned to continue neurophysiological studies throughout the year and to create her own research project. She is much more confident of her ability to do creative research, to sustain concentration in one field for a length of time, and above all, to be patient with the frustrations of research. She says her "aspiration to be a doctor has increased" as a result of her Internship.

BETH SILVER

Placement: Higher Education in
Prisons Project

Field of Interest: Corrections

Supervisor: Alison Huey

Beth Silver was interested in exploring the various career options within the realm of corrections. Since she had had little experience in this area, she availed herself of the opportunity provided by the grant to become familiar with such groups as the Boston Bail Project and the Higher Education in Prisons Project. For the latter, under the supervision of Alison Huey, Beth designed and wrote a student evaluation form for courses taught to inmates at Norfolk and Walpole State Prisons. Ms. Huey reports that Beth did very well on this project and that her experience has stimulated her to further study and career consideration in the area of corrections.

JUDITH WAKSBERG

Placement: Massachusetts Research Center

Field of Interest: Law

Supervisor: Brian MacDonald

Judy Waksberg worked at the Massachusetts Research Center on a school desegregation project with the director Brian MacDonald and the project coordinator Doug Schiffman. She worked on a general chronology of desegregation and studied some of the problems specific to the Boston schools. She researched newspaper files and verified the accuracy of the information she obtained. Judy feels her Internship experience has broadened her perspective so that she can see many more clear options than she initially envisioned. She valued the opportunity to participate in a positive working environment, one in which she felt the challenge to use her skills "it's very pleasureable to have one (a work experience) in which I have to use my mind". Judy has not eliminated the possiblity of studying law, but, through her Internship, she has discovered that there are other paths available to her which would involve work related to children and their legal rights.

SUE BALLOU

Field of Interest: Communications

Placement: Science Program Group, Inc.
955 L'Enfant Plaza
Washington, D.C.
Supervisor: David Prowitt

To learn about the field of public broadcasting, Sue Ballou worked at the Science Program Group, Inc., an independent production company for the public broadcasting system in Washington, D.C., with David Prowitt, the executive producer. She conducted research on a National Science Foundation project to explore and to coordinate science television programming and funding ideas for the Bicentennial. In addition to learning a considerable amount about television production and forming valuable contacts in the field, Sue had the benefit of being exposed to the production end of the TV coverage on Watergate. She will be studying more political science upon her return to school in order to broaden her skills for TV news, and plans to continue to build on the technical expertise she began to acquire during her Internship.

CAROL BERGMAN

Field of Interest: Law

Placement: Women's Litigation Unit
San Francisco, California

Carol Bergman is interested in becoming a lawyer, with the hopes of using her talents to help institute social change. She worked with professional and non-professional staff at the Women's Litigation Unit in San Francisco, California, on housing issues, making community and institutional contacts and testifying at legislative hearings. Her research into recent housing laws concerning women culminated in a contribution to legislation currently being drafted on Children and Housing in California. She found the experience of working in a collective where "great numbers of people have input into decisions...(that) necessitates hours of evaluation" often slows down the work process. This has not lessened her enthusiasm nor deterred her from applying to law school, rather, it has given her a more realistic assessment of what her future in this area of the law may be like.

ALEXANDRA BROWN

Field of Interest: Law

Placement: Nine to Five
140 Clarendon Street
Boston, Massachusetts
Supervisors: Bette Gittes; Ellen Cassedy

Alexandra Brown had originally proposed to work in a feminist law collective to learn legal skills as they apply to social change movements. She chose instead, a placement at "9 to 5", a group which serves women office workers, where she became familiar with the methods of organizing women in various work places and, learned some of the procedures used to combat job discrimination. Initially, she conducted research germane to a March 1975 legislative hearing on discrimination in the publishing industry, for which she prepared a fact sheet and a segment of the Women in Publishing Status Report that was released at the hearing. Encouraged by her supervisor, Alex enrolled in a class on organizing at the Boston Community School. She plans to extend her Internship through the summer, hoping to increase her abilities to assume more responsibility in the "9 to 5" community. Alex concludes "Beyond academic goals I now know what the...meaning of organizer is. This time at 9 to 5 has...(made me) ...change my career goal from 'maybe lawyer' to 'organizer'".

MELANIE BRUNT

Field of Interest: Science/Politics

Placement: Health Research Group
2000 P Street NW
Washington D.C.
Supervisor: Andrea Hricko

Melanie Brunt sought exposure to a combination of medical science and "practical politics" and received it in an Internship with the Health Research Group, a Ralph Nader Public Citizen Organization in Washington, D.C.. Her supervisor, Andrea Hricko, initiated Melanie's research project on occupational health hazards for women which ultimately yielded a pamphlet. Melanie also researched a report requested by the employees of an industrial factory which sought to determine the extent of lead poisoning among the personnel. This information was to be used to contract negotiations between the union and the company management. Her work with the HRP has confirmed and expanded Melanie's career plans: she feels a medical degree would satisfy not only her interest in straight medical science, but, in addition, would be a useful and powerful tool for health advocacy, thus enabling her to combine her dual interests in medicine and politics in a career.

BETH DICHTER

Field of Interest: Ecology

Placement: Field work near Salt Lake City
Supervisor: Dr. Graham Pike
Biology Department
University of Utah

To expand her general interest in the field of ecology, Beth Dichter worked during her Internship in Salt Lake City with Dr. Graham Pike of the University of Utah Biology Department, assisting him in a study of bee and plant communities. She participated in three major aspects of the project: the selectivity of the animals under observation; the effectiveness of pollen transfer in a number of plant/animal pairs; the relationship of the animals' movements to the plants. She observed and recorded activities on an estimated thirty sites. Beth had the opportunity to speak to many scientists, to discuss their respective projects, and to become familiar with their various research methods. She has the option to work with this group next year, although many of the myths she held about scientific field work have been banished by her Internship: "After being caught in a hail and rain storm 1500 feet up a mountain, you begin to question your sanity. But as Graham (pike) says, 'It's all in the name of science'".

SUSAN JAFFE

Field of Interest: Publishing

Placement: Farrar, Straus, and Giroux
New York City
Supervisor: Tom Stewart

Susan Jaffe's field of interest is publishing and she was placed with the firm of Farrar, Straus and Giroux, Inc., in New York City. Her duties were divided between the editorial department and the subsidiary rights' department in order to give her some experience with the literary, editorial, as well as the promotional aspects of the publishing business. For the former, she worked as an assistant to editor Tom Stewart, reading and reporting on manuscripts which were either solicited by, or submitted to, the company. For the latter, she worked with book clubs, and paperback companies, selling books published by the firm. Her Internship has had the effect of confirming her desire to become a professional in the publishing trade.

GWEN KERBER

Placement: New York City

Field of Interest: Cartooning

It would indeed be difficult to do a conventional Internship in cartooning, Gwen Kerber's field of interest. Professional cartoonists, such as Feiffer, Szep, Treaudeau, reported that they, like many artists, usually work alone, and thus to "learn" cartooning is perforce to be a cartoonist. Gwen spent the summer in New York City and enrolled in a course on animation at the School of Visual Arts. She had made contacts with Charles Saxon and Edward Koren, two artists whose cartoons appear regularly in The New Yorker and they agreed to periodically look at samples of her work and to comment on her development. As a result of the grant and her interaction with professionals like Saxon and Koren, Gwen was able to persist in her field at a crucial point in her development.

DAPHNE KIS

Placement: American Geological
Society Library

Field of Interest: Cartography

Daphne Kis was interested in geography and wanted to be a cartographer. She apprenticed at the American Geological Society Library in Manhattan, which, at the time was engaged in a project to inform the public of the kind of studies presently pursued by geographers and the available resources of the Society which correspond to those studies. Daphne's major endeavor was to produce a graphic exhibit entitled "Climate, Energy, and Architecture", which was opened to the public in the exhibit room of the Society. She learned that geography as a profession would probably be unsatisfying for her, as it did not appear to be the instrument for social change that she had envisioned. Thus her Internship has redirected her to a long standing interest in architecture, a field in which she feels she can utilize her knowledge of geography (in terms of environmental perception, cultural studies, etc.) as well as respond to her desire to initiate change.

NANCY MORTON

Placement: Adirondack Park Agency
Raybrook, New York

Field of Interest: Land Use Planning

Nancy Morton's interest in land use planning has been broadened and sophisticated by her Internship at the Adirondack Park Agency in Raybrook, New York. She observed the interaction among the three major professional fields of planning, natural sciences, and law that compose the general field of land use planning and which are represented by members of the Agency's staff. She helped design the guidelines for use by local governments when making environmental impact studies, and was able to discuss her future plans with the various professionals associated with her field of interest. Rather than helping her to define more closely her specialization, her Internship at the Agency has enlarged Nancy's scope of interests, and she looks forward to the opportunity to try various jobs in environmental concerns before committing herself to graduate study with a specific focus.

VERONICA SETZER

Placement: Channel 57, WPBS
Springfield, Massachusetts
Supervisor: Tim Holt

Field of Interest: Communications

During the spring semester of 1975, Veronica Setzer worked as a production intern at Channel 57 in Springfield, the Public Television Station servicing the Western Massachusetts area, supervised by Tim Holt, the station's director of production. She rotated through the various departments that comprise production and administrative segments of television and accrued experience in camera work, audio control, timing, and the organizational aspects of fund raising, a process essential to the life of public television. Veronica has learned that her previous knowledge of camera techniques is only a preliminary training for a career in television production, and consequently she has enrolled in a summer program in "Mass Media Writing" at St. John's University. She plans to take a leave of absence from Hampshire next fall to work with the Women's Video Collective in order to broaden her expertise in video techniques while concurrently studying at the College at Old Westbury/SUNY.

LOWRY THOMPSON

Field of Interest: Graphic Design

Placement: Lubalin, Burns, Co.
305 East 46th Street
New York, New York
Supervisor: Aaron Burns

Lowry Thompson was interested in a career in graphic design, specifically in the area of typography, which she felt to be an essential component to the field. She secured a placement with Lubalin, Burns, Co., typographers, hoping to learn some of the basic skills of the trade. Unfortunately, the staff at her placement was unable to give Lowry the supervision and instruction that she sought and instead, she found that much of her time was devoted to doing the clerical tasks of the firm. Due to personal circumstances, she did not spend more than a few weeks on the job. She did report, however, that she did have an opportunity to become acquainted with the business of typography and to begin to evaluate her strengths and weaknesses in relation to it.

GALINA VROMEN

Field of Interest: Communications

Placement: THE NEWS
Mexico City, Mexico

Galina Vromen set three goals for her Internship: to gain practical experience in journalism; to become fluent in the Spanish language; and to learn about the history and culture of Latin America. To help combine her interests in anthropology and communications, she interned on the staff on the english daily newspaper, THE NEWS, in Mexico City, Mexico. Half a dozen large feature articles and numerous smaller ones appeared in the paper with her byline, the background investigation for which she was able to conduct without the use of a translator. In addition, Galina took four courses at the National Autonomous University of Mexico which were conducted in Spanish. Galina feels she has achieved fluency in Spanish while learning the basic mechanics of newspaper journalism during her Internship, and that the experience on the whole will greatly facillitate her proposed future study of Latin America.

ELIZABETH WALKER

Field of Interest: Scientific Research

Placement: Chemotaxis Laboratory
Woods Hole Oceanographic
Institute
Supervisor: Dr. Jelle Atema

For her Internship, Elizabeth Walker spent six months at the chemotaxis laboratory of the Woods Hole Oceanographic Institute on two research projects. One was a study of the neurophysiology of external taste in catfish, and the other was a behavioral study of individual recognition by smell in catfish. Although surrounded by professionals and scientists, Elizabeth worked independently, learning that she had the drive to motivate herself and support herself through the rigors of research with minimal supervision. Though one of her projects was not successful, she found that even in failure she was still excited by scientific research and that she could cope with the inevitable frustrations and failures suffered by even the most talented scientists. Elizabeth reported that: "Scientific ideas from my supervisor have excited me very much...My Internship was...a positive experience for me... I learned things which are very important for my future".

AMY WISHNER

Field of Interest: Economics

Placement: North American Congress
on Latin America
New York, New York
Supervisor: Michael Locker

Amy Wishner has acquired research, educational and organizational skills while researching corporate and generaleconomic situations during her Internship with the North American Congress on Latin America (NACLA). She worked on two projects with a team from NACLA and found this collective approach to research to be very different from the academic environment in which she usually worked alone. She states that the cooperative process "makes things go very slowly, often it seems confusing, but it also helps add many and different inputs...as well as providing a supportive environment for criticism." Working at NACLA has confirmed Amy's career plans to pursue future study in economics.

THE MASSACHUSETTS INSTITUTE OF TECHNOLOGY

SHARON BERNSTEIN

Field of Interest: Management

Placement: M.I.T.

Sloan School of Management

Supervisor: Dr. Leslie Clift

Sharon Bernstein's Internship took place at M.I.T.'s Sloan School of Management under the supervision of Leslie Clift, Director of Placement and Planning. Sharon participated in the creation of a short film on women in management and worked with Ms. Clift to improve recruiting practices for women and minorities in the Master's of Management program. Her main project was to help establish a seminar program on women who have succeeded in various aspects of management, and she contributed to the development of alumni relations as well as the reorganization of the Placement Services for graduates. Her varied activities and her working relationship with Ms. Clift combined to make a positive Internship experience which has encouraged Sharon to continue to prepare for a career in academic administration.

JUDITH ELLENSON

Field of Interest: Mathematics

Placement: M.I.T.

Sloan School of Management

Judith Ellenson, who specialized in applied mathematics and computer science, undertook a social science research project for her Internship. With the guidance of Drs. Silk and Bailyn from the Sloan School of Management at M.I.T., Judith designed an interview instrument which was used to determine the extent to which sexist preconceptions govern hiring policies in the computer field. Her Internship provided her with the opportunity to acquire new skills related to the techniques of survey research and interviewing, as well as sketching a preview of the conditions she can anticipate upon entering the field of computer science which she will do when she has completed her current graduate work at Harvard University.

PATRICIA FOLEY

Field of Interest: Engineering

Placement: M.I.T.
Civil Engineering Materials
Research Laboratory
Supervisor: Dr. Stamatia Frondistou-
Yannas

Pat Foley worked in the Civil Engineering Materials Research Laboratory at M.I.T. with Dr. Stamatia Frondistou-Yannas on a research project dealing with recycled concrete. After reviewing pertinent literature, Pat and her supervisor set up an experimental program which culminated in a comparison of the ultimate strengths and stiffnesses of the various types of concrete that were being studied. Most useful were the skills Pat acquired conducting special types of library research, evaluating technical papers, communicating with various agencies for information, and conveying the results of her work to others. She found that researching and planning the experiments were the most personally exciting aspects of her Internship and she was able to determine that the most challenging aspects of civil engineering for her would take place on the doctoral level. This has encouraged Pat to plan graduate work in civil engineering.

SUSAN LITTVIN

Field of Interest: Engineering

Placement: H.G. Protze Materials and
Technologies Corporation
26 Jaconnet Street
Newton, Massachusetts
Supervisor: H.G. Protze

Sue Littvin wanted to acquire the technical skills necessary for concrete use and construction. Her Internship as a concrete inspector for the H.G. Protze Construction Co., of Newton, Massachusetts, brought her to building sites and directly involved her in the task of pouring concrete foundations. She read the American Concrete Institution Publications and Specifications for the Mass. Licensing examination for certification of concrete inspectors. As a result of her Internship, Sue has learned technical skills such as performing slump tests, recording the temperature and ultimate strength of concrete, as well as its age and appearance. She has become more aware of personal qualities, such as her physical limitations, how to increase her effectiveness with persons and situations and that to be a successful Project Manager, it is almost always necessary to work on the site to realistically assess the progress of a job.

SUSAN TONIK

Field of Interest: Medecine

Placement: Bunker Hill Health Center
73 High Street
Charlestown, Massachusetts
Supervisor: Dr. Andrew D. Guthrie, Jr.

Susan Tonik's Internship at the Bunker Hill Health Center in Boston helped her to decide that a career in medecine would not ultimately satisfy all her professional needs. She began by working with the health care assistants, doing preliminary work on patients. She also spent some time with a mobile van and its crew, which dispensed medical, social and referral services to street people. From these experiences, she learned that she requires a career which does not involve dealing with the public 100% of the time. She says of "unsuccessful" Internships: "We can still learn other things about ourselves and we can avoid going into at least one career that would very well made us unhappy for the rest of our lives". Susan counts her Internship experience as an extremely valuable one.

SANDRA YULKE

Field of Interest: geochemistry

Placement: M.I.T.
School of Engineering
Supervisor: Mary Rowe

Under the supervision of Dr. Mary Rowe of M.I.T., Sandra Yulke designed and implemented a research instrument whose purpose was to obtain data on the comparative characteristics of two groups of female M.I.T. graduates in engineering: those who pursued careers in their fields and those who did not. The group of women chosen for the study were women who had graduated from M.I.T. with an engineering degree in the last twenty-five years. Sandra obtained her basic data on them from the Association of M.I.T. Alumnae and chose matched pairs of "careerist/non-careerist" women on whom to use her interview instrument. Her research yielded some interesting results which were presented in the form of a published paper to the American Physical Society in California. Today, she is a first year graduate student at M.I.T. hoping to pursue her interest in geochemistry, and perhaps to seek an M.B.A. in the future.

THE UNIVERSITY OF MASSACHUSETTS AT AMHERST

SHARON ANDERSON

Placement: The Outdoors Program
Hampshire College

Field of Interest: Environmental Studies

Supervisor: Joy Hardin

Sharon Anderson interned with Joy Hardin in the Outdoors Program at Hampshire College. She was interested in doing work on environmental studies on a more experiential level rather than just approaching it through classroom studies. As part of her work, she attended a regional conference and investigated a number of ongoing programs in different institutions in order to prepare a report of the variety of approaches to outdoors programs which she presented to the Hampshire staff. Sharon reports that her self-confidence was greatly strengthened by her Internship experience and Ms. Hardin writes: "I have been amazed at the rate of growth Sharon has exhibited. ..she was...an excellent outdoorswoman but had (initial) difficulties sharing her skills...(and) ideas with others. This December she stood in front of an audience of outdoors educators and presented forcefully the case for programs focused on women".

EDITH APRIL

Placement: Pioneer Valley Cooperative
Extension Service
W. Springfield, Massachusetts
Supervisor: William Bennett

Field of Interest: Horticulture

Eddie April worked in the Springfield office of the Cooperative Extension Service under the supervision of William Bennett, Regional Floricultural and Nursery Specialist. She acted in the capacity of an Extension Technician, fielding consumer problems on a wide variety of issues that came to the attention of the Cooperative. She made extensive use of the library there to broaden her knowledge as well as to facilitate her participation in some of Mr. Bennett's research. Edie accompanied him on visits to local growers and to various horticultural conferences. Prior to her Internship, Edie knew very little about extension work, but now considers it a very likely career choice once she has completed the necessary graduate work.

MARY CONSTANCE

Field of Interest: Zoo-Work

Placement: Philidelphia Zoological Garden
34 Street and Garden Avenue
Philidelphia, Pennsylvania
Supervisor: Ronald Reuther, Director

Mary Constance interned at the Philidelphia Zoological Gardens under the supervision of the director, Ronald T. Reuther. She accompanied keepers from the various departments on their daily rounds, and was able to study the dietary habits, the "personalities" and the species characteristics of the animals, as well as the techniques employed by the staff. She attended weekly Keeper Training Sessions and researched questions at the zoo's library. Mary had a close relationship with her supervisor who was able to give her valuable career advice. She is now contemplating a change in her major which would provide her with better preparation for a career in zoo work, though it would delay her graduation by a year. She rates her Internship as a totally positive experience, adding "I would like to see a serious effort on the part of curriculum committee members to incorporate Internships as a required part of all college curricula. Often textbooks are worthless unless there is some practical experience to back the potential".

CATHY CORBETT

Field of Interest: Public Administration

Placement: Office of Representative
Ron Dellums
Washington, D.C.
Supervisor: Rep. Dellums

Cathy Corbett sought an Internship in order to ascertain whether her decision to apply to graduate programs in public administration was the right one for her. Her experiences as an intern in the office of Congressman Ron Dellums confirmed her career plans. While she answered constituent mail, wrote news releases and campaigned against the retention of the Bartlett ammendment, her primary function was to research and to write legislation. She helped to draft the Peacetime Conversion Bill, which Representative Dellums has sponsored, and though she was not able to work long enough to see this effort reach completion, her contribution will be reflected in the final shape of the bill.

CHERYL COTE

Field of Interest: Medecine

Placement: Laboratory of Human
Reproduction
Harvard Medical School
Supervisor: Dr. H.G. Madhwa Raj

Cheryl Cote worked on research related to reproductive physiology with Dr. H.G. Madhwa Raj at the Laboratory of Human Reproduction at Harvard Medical School. She directly participated in experimental studies conducted on rats and monkeys to aid in the development of new birth control methods. In addition to the scientific knowledge Cheryl accrued through laboratory experience, she and her supervisor were able to discuss her career plans at length. Originally, Cheryl intended to pursue medical research after doing advanced graduate work. Dr. Raj urged her to seek a medical degree instead, as he felt it would permit her to have greater scientific freedom in the course of her research than would academic credentials. Cheryl was very excited by the work she did during her Internship and as a result of Dr. Raj's recommendations, is now considering medical school as a serious alternative to graduate study as preparation for her career in research science.

DARLENE DOLAN

Field of Interest: Law

Placement: Mental Patient Law Project.
Berkeley, California
Supervisor: David Cobin

Darlene Dolan's supervisor at the Mental Patient Law Project based in Berkeley California wrote that "she has become an expert in California's laws related to mental patients and the basic conceptual fallacies on which those laws rest". During her Internship, Darlene drafted a bill which asserts a mental patient's right to informed consent for the use of electro shock therapy and psychosurgery as a part of therapy. She actively campaigned for the passage of the bill and followed its progress from the State Assembly to the Governor, until it became law at the beginning of this year. In the course of her Internship, Darlene had the rare satisfaction of initiating and realizing a project that would benefit society as well as enlarging her understanding of a career in law. She is currently in Belgium studying that country's mental health laws.

JOHANNE FULLAM

Field of Interest: Art

Placement: Dana Frine Arts Center
Springfield College
Springfield, Massachusetts
Supervisor: Armand Balboni

The major portion of Johanne Fullam's Internship entailed learning the techniques of bronze-casting and steel-welding for use in the creation of sculpture. In conjunction with this work, which she conducted at the Dana Frine Arts Center at Springfield College, Johanne worked in that school's art department. She was able to observe college level art studies and to experience teaching art when she assumed the duties for a class of Armand Balboni's, her supervisor. He helped Johanne master the new techniques and introduced her to the function of art in an academic environment. Her Internship has helped Johanne to realize that she wants to teach art and to concurrently make sculpture on a professional level. Her experience has provided her with a model for merging these two interests and to that end, she plans to pursue graduate study.

MARY GILBERT

Field of Interest: Wildlife Science

Placement: School of Agriculture
University of Massachusetts
Amherst, Massachusetts
Supervisor: Dr. Robert Smyth

Mary Gilbert conducted research experiments on chickens to study a hereditary pigmentation defect visible in their feathers at the School of Agriculture at the University of Massachusetts/Amherst. She had planned a career in veterinary medicine, but sought an Internship to explore career alternatives in research. She has learned in the course of her Internship, that graduate study in Animal Sciences is not appropriate to her needs or aspirations, though she did enjoy the research aspects of her apprenticeship. She is meditating a change in her studies to wildlife science, one which would permit her to fulfill veterinary school requirements, yet simultaneously to prepare for other graduate school alternatives. Her supervisor, Dr. Smyth, has asked her to continue her research through the winter, so Mary will be able to see her work to its conclusion and perhaps further shape her career plans.

ELEANOR GRODEN

Field of Interest: Wildlife Ecology

Placement: U.S. Wildlife Cooperative
Research Unit
University of Massachusetts
Amherst, Massachusetts
Supervisor: Dr. W.E. Dodge

Eleanor Groden was interested in gaining research experience in wildlife ecology. She says her placement with Dr. W.E. Dodge at the U.S. Wildlife Cooperative Research Unit at the University of Massachusetts/Amherst was her "ideal" Internship choice. In her work there, Elie learned some basic electronics, some aspects of radio telemetry and pertinent methods for initiating and following through on research which related to tracking animals. She is very satisfied with her Internship experience and states that "I already feel much more confident about my own capabilities in the field to the point of relating to my co-workers on a professional level..." Elie plans to pursue advanced graduate study in wildlife ecology in the future.

CELIA HOOPER

Field of Interest: Scientific Research

Placement: USDA

Plant Physiology Institute
Beltsville, Maryland

Supervisor: Dr. Carns

For her Internship, Celia Hooper worked on an agricultural research project at the USDA Agricultural Research Service in Beltsville, Maryland with Drs. Harry Carns and Gerald Carlson. Celia was given the background information on the project, the research available on it and was advised of its goals. It was her responsibility to become familiar with the equipment involved, a monochrometer, and then to develop preliminary information for conducting action spectra analyses on the selected biological systems. Although Celia was frustrated by the setbacks that often accompany most research projects, she received high praise from her supervisors for her efforts and results. Her experience has made her aware of some academic gaps on her training and she is now pursuing course work designed to round out her background. She plans to study for a doctorate in physiology or ecology and aims for a career in research science, knowing, as a result of her Internship, just what such a career will entail.

TERRI NEVINS

Field of Interest: Land Use

Placement: Wasatch Regional Council
Bountiful, Utah

Supervisor: William Schwab

Terri Nevins worked as an intern at the Wasatch Front Regional Council in Bountiful, Utah, on land use planning. She was assigned the task of developing a master plan for parks, recreation and open space which the Council would adapt for use by several of the neighboring counties. Terri became aware of the existing political issues between county and regional governments and she developed a definition of "regional" in terms of recreation sports and activities that was acceptable to most parties. She then made an inventory of existing regional facilities, parks, and open spaces of significance. Terri valued the responsibility and independence which her work at the Council demanded. She was asked by her supervisor to stay after her Internship term had ended and was funded for the extension. Her Internship experience helped to build Terri's self-confidence and career motivation enormously, and she counts it as a great success.

MARILYN RICHARDSON

Field of Interest: Architecture

Placement: Nacul Center
Amherst, Massachusetts
Supervisor: Tulio Inglesse

Marilyn Richardson worked with Tulio Inglesse, an architect, at the Nacul Center in Amherst, Massachusetts, on the design and implementation of the Nacul Experimental Community. She participated in the design of the physical environment, specifically, the botanical garden/town center. She researched the requirements of plants, the organization and function of greenhouses, and the concept of public space design, and combined the three with her own personal sense of aesthetics to produce initial and working drawings for the center. Marilyn developed her basic drafting skills to include some professional "short cuts", accurate measuring, pen and ink drawing, and a new sensitivity to good design. At the close of this experience, Marilyn decided that she did not want to be a professional architect, finally preferring the space and form of textile design to the minute detail of structural design, and has thus redirected her studies.

EMILY ROSENTHAL

Field of Interest: Marketing/Publishing

Placement: MIT Press
28 Carlton Street
Cambridge, Massachusetts
Supervisor: Mr. Clark

Emily Rosenthal was interested in a career which would combine her enthusiasm for literature with her fascination for business. The Marketing Department of a publishing firm seemed like the ideal placement: Emily started her work at the MIT Press in the spring of 1974. She has not left the Press since her Internship began. The small size of the organization allowed for considerable interaction among the departments, which gave Emily the opportunity to observe the interrelated functions of each part. An unusual turnover of staff during her Internship enabled her to experience a variety of managerial techniques. The fact that Emily was offered, and accepted, full time employment at the MIT Press testifies to the satisfaction of both Intern and supervisor with the Internship experience.

NATALIE STEVENS

Field of Interest: Ecology

Placement: Appalchian Mountian Club
Pinkham Notch Camp
Gorham, New Hampshire
Supervisor: Dr. Robert Proudman

During her Internship with the Appalchian Mountain Club, Natalie Stevens served as the liason between that agency and the Maine State Trail System Advisory Committee. Her job was to develop a comprehensive inventory of all existing trails on privately owned land, and of wild areas, which, because of their wilderness characteristics, have potential for protection by the State. To accomplish this, she did a balance of study and actual field work, acquianting herself with land use literature and utilizing her knowledge of botany, ecology and geology. Her stay with the AMC was so successful that her supervisor offered to pay her to continue her work once the Carnegie stipend was exhausted, Natalie, however, opted to return to school to complete her formal study in the field of ecology.

MARY SULLIVAN

Field of Interest: Public Administration

Placement: G.H. Shaw Foundation
Boston, Massachusetts
Supervisor: William J. Seretta

Mary Sullivan was asked by William Seretta, administrator of the Boston-based Gardiner Howland Shaw Foundation, to work on a conferance planned on the subject of the female offender entitled "Young Woman in the Criminal Justice System: Why is She There?" which the foundation sponsored in late June 1974. Her job entailed participating in the planning stages of the conferance which exposed her to a wide spectrum of people and agencies working in her field of interest. She contacted speakers and panelists, coordinated the follow-up to the conferance, and formed workshops to write program proposals. Through her Internship, Mary developed an independence and self-confidence which she feels is essential to the type of interpersonal career she has chosen in public administration.

THE UNIVERSITY OF MASSACHUSETTS AT BOSTON

JOAN BECKER

Placement: University of Puerto Rico
Medical School
La Parquera, Puerto Rico
Supervisor: Dr. James Loy

Field of Interest: Primate Research

Joan Becker moved to La Parquera, Puerto Rico, for her Internship to study the free ranging population of patas monkeys at the Caribbean Primate Research Center which has a station located there. The data her research on behavioral phenomena produced is now in preparation for publication. Joan sharpened her observational techniques and increased her ability to organize and to articulate those perceptions. While her interest in observing behavioral phenomena remains unchanged, as a result of her Internship, Joan decided that her previously exclusive focus on monkeys limited her interpretation and scope of knowledge in the field of behavioral phenomena. In order to improve her output on human and animal development, Joan accordingly broadened her studies to include several other disciplines.

CAROL BELLIN

Placement: Terry Hanley Audio Systems
Cambridge, Massachusetts
Supervisor: Terry Hanley

Field of Interest: Sound Reinforcement

Carol Bellin's career goal is a particularly unusual one for a woman: she wants to be a sound technician and engineer. Carol interned at Terry Hanley Audio Systems, supervised by Mr. Hanley, to learn the basic elements of sound reinforcement and to acquire some of the experience that is crucial to securing a job in this field. She became familiar with the elements of stage settings and the makeup of a sound system, as well as acquiring a rudimentary knowledge of sound mixing skills, soldering techniques, metal work skills, and the use of tools. Carol feels her Internship experience was a valuable supplement to her academic studies and states "I'm proud of my work, (and) feel more confident about challenging male dominated jobs".

KAREN BLACKFORD

Placement: Justine Gray Associates
Cambridge, Massachusetts

Field of Interest: Urban Planning

Karen Blackford worked in the office of Justine Gray Associates, urban planners, located in Cambridge. She participated in the organization of the weekly citizen's meetings, booking space, preparing agendas, and notifying interested parties. Her major responsibilities were related to the Associations work on the Park Plaza Urban Renewal Project for which she conducted research at City Hall. Her main interest was in evaluating the projections of the socio-political impact of the project and to this end she met with representatives of the Boston Redevelopment Authority and Little City Hall Managers in the project area. Karen learned that urban planning can be an interdisciplinary field involving law, business and politics, a profession whose skills she feels cannot be primarily learned on the job. She is now contemplating graduate study in urban planning as a result of this experience.

PAULINE BRIGHAM

Placement: A.D. Little
Cambridge, Massachusetts

Field of Interest: Bio-medical research

Supervisor: Dr. Weschler

Pauline Brigham worked at A.D. Little in the Bio-medical department and was supervised by Dr. Weschler. She participated in several projects, among them a program of substitute chemicals in the area of pesticides and a study on the safe disposal of hazardous chemicals. Not only did she work in the laboratory, but she was also responsible for background literature and research materials on her project. She submitted written reports which synthesized preexisting literature with her own research findings. Her supervisor was very enthusiastic about her work and arranged to pay her a salary beyond her Carnegie stipend. Pauline's experience at A.D. Little has reaffirmed her commitment to pursue a career in bio-chemical engineering, for which she is preparing with appropriate course work and graduate study.

SUSAN BRUNELLI

Field of Interest: Animal Behavior

Placement: Ashby Bird Observatory
Ashby, Massachusetts
Supervisor: Dr. Frederick Davis

Susan Brunelli is interested in doing research on animal behavior and her Internship with Dr. Frederick Davis of the Ashby Bird Observatory helped her to become acquainted with one aspect of the field and some of the professionals working in it. She worked with Dr. Davis on a study of bird migration patterns which was conducted primarily through the means of bird banding. Susan feels her Internship was a valuable experience because it provided her with the opportunity "to get a feel for what kind of work (in my field) is done...(to acquire) experience and technical knowledge...to get to know the people who are already working in the field and to understand...what the options may be".

GERALDINE CASEY

Field of Interest: Law

Placement: Western Massachusetts Legal
Services
Springfield, Massachusetts
Supervisor: Mr. Stonfield

Geraldine Casey spent her summer Internship working as a para-legal on the housing team of the Western Massachusetts Legal Services, Inc. (WMLS), concentrating on housing problems and discriminatory practices. She participated in an intensive two-week training period that defined the responsibilities of a para-legal and familiarized her with the techniques necessary to this position. As her supervisor stated Gerry was expected to do "generally all the work attorneys do except for courtroom procedures". She found the attitude exhibited at WMLS toward clients and the law to be most congenial to her own personal beliefs. She is now planning to attend law school after her graduation from the University of Massachusetts/Boston.

KATHERINE CONE

Field of Interest: Law

Placement: Prisoners' Rights Project
Boston, Massachusetts
Supervisor: Bernard Grossberg

Kate Cone's role as an investigator for the Prisoners' Rights Project, based in Boston, entailed gathering information and keeping track of inmates' personal monies at Framingham and Walpole State Prisons. She researched the legal background and present framework for inmate accounts and uncovered the operational policies of administrative penal policies on those accounts. She recommended procedural and tactical alternatives to the present inmate accounting system and constructed an inter-agency system for cooperation on mutual goals. She learned to initiate action, to take responsibility for those actions, and to strengthen her own image as a para-professional for herself and others. Her Internship experience intensified Kate's desire to pursue the legal fields in which she is most interested.

ELLEN FREDA

Field of Interest: Archaeology

Placement: Educational Expeditions
International
Belmont, Massachusetts
Supervisor: Dr. B.S. Dominic Ruegg

Under the auspices of Educational Expeditions International (EEI) and the supervision of Dr. B.S. Dominic Ruegg, Ellen Freda spent her summer Internship taking an underwater photography course in the Honduras and working on an underwater archaeological excavation in the Garigliano River in Rome. Work on the Garigliano River consisted of dating and sampling a number of oak posts remaining from an early Roman bridge. She helped raise one post in tact which revealed the extent of Roman bridge engineering techniques utilized at the time of its construction. Her drawings of expedition finds, as well as some underwater photographs she made, will be used for publication. A certified diver previous to her apprenticeship, Ellen is now directing her studies more seriously toward the qualifications necessary for graduate study in archaeology so that she can combine her two major areas of interest in her career plans.

PAULETTE MASSARI

Field of Interest: Law

Placement: Children's Defense Fund
Boston, Massachusetts

Supervisor: Marion Edelman

Paulette Massari interned at the Children's Defense Fund (CDF) under the general supervision of Ms. Marion Edelman. Her primary task was to gather current progress and information reports of the various projects and staff at CDF offices. The coalition of this information produced a revision of CDF's original Status Report. Paulette enjoyed working at CDF and had an opportunity to read about and discuss issues of child advocacy which reinforced her plans to pursue a legal career. Since much of CDF's function involves legal matters, Paulette's Internship was pertinent, as well as inspiring to, her career goals.

SUSAN MOIR

Field of Interest: Historical Research

Placement: Boston 200
Boston, Massachusetts

Supervisor: Peter Sage

The Bicentennial Organization, the Boston 200, has published a 1975 calendar whose chief feature is a historical anecdote for each date of the year. These varied summaries of a day's historical significance were written and partially researched by Susan Moir, whose field of interest is historical research. Through her Internship with the Boston 200, Susan learned about the popular application of history and how a city like Boston can use its history for the benefit of its visitors and residents. Both Susan and her supervisor, Peter Sage, have rated her Internship as an emphatically positive experience and one which has encouraged Susan to further her studies in history.

KATHERINE O'ROURKE

Field of Interest: Zoo Work

Placement: Boston Children's Zoo
Franklin Park
Dorchester, Massachusetts
Supervisor: Dr. James Hunter

For her Internship, Katherine O'Rourke worked at the Children's Zoo at Franklin Park, Dorchester. The best preparation for zoo work is experience and Katherine worked on a variety of projects in order to make an accurate assessment of the demands of the profession. She did everything from digging out a cage floor and laying concrete to socializing a hostile monkey so she could enter the animal's cage to care for him. A new Franklin Park Zoo is being planned for 1977 and Katherine accompanied the Children's Zoo staff to planning sessions with the architects. She was very excited by the proposed physical plant and the large educational component planned for the zoo which will include work on university behavior studies. She hopes to become a member of a zoo staff upon completion of her formal education.

LYNNE PANICO

Field of Interest: Engineering

Placement: A.D. Little
Cambridge, Massachusetts
Supervisor: James Burke

Lynne Panico studies engineering and wanted to learn about solar energy applications in heating and cooling systems through her Internship. She interned at A.D. Little, Inc., under the supervision of James Burke, which she describes as her "ideal" placement. She gained knowledge of applied solar systems through laboratory research work. She was given the opportunity to travel to several cities on the behalf of A.D. Little, as well, and was asked to continue her work as a summer employee on salary. Lynne says that "winning the Internship has made a dramatic positive change in the course of my life. It's the break I might not have gotten on my own, even though I may have tried. It has made me more aggressive in pursuit of professional status."

JOANN SAMMONS

Field of Interest: Law

Placement: Campaign Office for
Cambridge Councilwoman
Saundra Graham

Joann Sammons wanted to learn something about the American political process. For her Internship, she worked on the campaign of Ms. Saundra Graham, who was seeking office on the Cambridge City Council. She began during the summer of 1974 and helped to design and implement a random sample meant to determine the social characteristics of the mid-Cambridge area and was placed in charge of the volunteer groups that took the poll and did the door-to-door canvassing. Ms. Graham writes that Joann "was a great help in my campaign. She easily and effectively took over a command role directing the work of some fifty volunteers." Joann had hoped to work with Ms. Graham from the early days of her campaign through to the time she held office. Unfortunately, Ms. Graham did not win the contest and Joann's Internship prematurely ended on election day.

PAULETTE SPRIGGS

Field of Interest: Arbitration

Placement: University of Massachusetts
College of Public and
Community Service
Supervisor: Roz Rosenmeier

Paulette Spriggs originally intended to intern at the National Center for Dispute Settlement, but as a consequence of the local political climate, she was compelled to learn about arbitration in another form. With the support of her supervisor, Roz Rosenmeier, Paulette organized a women's group at the University of Massachusetts/Boston College III where she is a student. She found that class schedules and family and job responsibilities prevented large scale meetings, so she met most frequently with individuals or three to four person groups. In response to the needs expressed by a segment of the University of Massachusetts/Boston women, Paulette contacted outside agencies in an effort to compile a comprehensive referral system. Her Internship did not alter her plans to become a professional arbitrator, but strengthened them by illuminating for her the responsibilities of organization and helping her to learn the methods of operation of administrative structures.